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ABSTRACT

The final report reviews a public service administration internship program for 33 gifted and talented Montgomery County (Maryland) high school juniors and seniors. Learner and process objectives, minor changes, and the dissemination plan are presented for the program which utilizes the internship model developed by Executive High School Internships of America. A third-party evaluation of the program is provided with information on data collection, analysis procedures, findings, and interpretations. Cited among the findings are overall student satisfaction with the program (which required that they were not in school during the semester in which they were interns); overall sponsor satisfaction with the program, especially in the area of demonstrating good work habits; and general lack of communication on the part of both sponsors and interns in the area of sponsor-intern meetings. Among the 26 attachments included are a seminar and project check list, a work habits profile, an end-of-term inventory, a weekly time sheet, and a log analysis profile. (PHR)

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FINAL REPORT

PUBLIC SERVICE ADMINISTRATION INTERNSHIP PROGRAM IN CAREER EDUCATION

Montgomery County Public Schools
Rockville, Maryland

Charles M. Bernardo
Superintendent of Schools

Gerald Woofter,
Project Director

Lois Parker,
Coordinator of Career Education

EC112993

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FINAL REPORT

PUBLIC SERVICE ADMINISTRATION INTERNSHIP PROGRAM IN CAREER EDUCATION

CAREER EDUCATION PROGRAM PROJECT PERFORMANCE REPORTS	FORM APPROVED OMB NO. 51-R1187

1. PROJECT NUMBER 554AH60772	2. GRANT NUMBER 300760286	3. NATURE OF REPORT ☐ SEMI-ANNUAL ☒ FINAL

4. PROJECT TITLE
Proposal to Develop a Public Service Administration Internship Program in Career Education

5. PERIOD COVERED BY THIS REPORT
FROM (month, day, year) 7/1/76
TO (month, day, year) 6/31/77

6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.5 and 160d.11)*

☐ INCREMENTAL ☐ SETTINGS ☒ POPULATIONS ☐ TRAINING ☐ COMMUNICATIONS ☐ STATE PLAN

7. NAME OF PROJECT DIRECTOR Dr. Frank N. Carricato, Director, Career & Vocational Education
Mr. Gerald M. Woofter, Project Coordinator

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

TELEPHONE
AREA CODE 301
NUMBER 279-3360

9. MAJOR ACTIVITIES AND EVALUATION PROCEDURES

OVERVIEW

For an entire semester, gifted and talented students selected countywide from the eleventh and twelfth grades spent four full days a week as nonpaid special assistants-in-training to executives and managers of municipal agencies in Montgomery County and/or in federal agencies in the Washington metropolitan area. Ten students were selected first semester, and twenty-three participated second semester.

Exposure to the administrative level for gifted and talented students is vital. Not only does it provide the broad vantage point necessary for gaining an overview of the entire field but it also enables students to become acquainted with the managerial level and policy-making positions for which their leadership talents and skills are suited.

Because of the vantage point they enjoyed, the interns were able to learn how complex organizations and institutions function and about how the leadership of these organizations and institutions formulates and implements decisions. Such exposure familiarized the interns with a range of policy issues directly relevant to the field of public service, such as:

> Centralized versus decentralized forms of organizations — how to develop more efficient service delivery that is also sensitive to the needs of constituents
>
> Financing public services — developing new forms of financing to maintain or expand services versus cutbacks
>
> Reforming the civil services structure vs. the growing power of public service employees unions

Growing disrepute of public service as a career versus the need to attract talent and integrity to the field

Once the interns began their placements, the intern coordinator carefully monitored their progress through site visits to participating sponsors, a review of the students' daily written logs, and small group and individual counseling sessions with students.

The daily logs in which students recorded their experiences were based on the model developed by Executive High School Internships of America (EHSIA). More than just diaries, the logs focused on students' personal reactions to what they were observing and learning and documented new knowledge and skills being acquired. Submitted to the intern coordinator weekly, the logs served as one useful gauge of how well the program is meeting its goals.

Weekly seminars brought together the entire internship group to focus on career opportunities in public service and to communicate management concepts through case studies of management problems. Interns participated in career counseling which teaches procedures for making self-assessment, organizing information, planning, clarifying work values, and making decisions about situations encountered in the program.

Returning to school periodically, the interns served as teaching assistants in classes, helped teachers develop curriculum, developed and even taught some lessons, briefed the various departments, and organized extracurricular activities related to the subject areas of their internships.

At the close of the term, the interns were charged with planning oral or written projects demonstrating what had been learned in the program. The projects were presented at school to classes, at faculty meetings, at parents' group meetings, or to organizations in the community.

A brochure describing the program (attachment 1) was prepared for use in student recruitment, intern development, and other public relations aspects of the program. The brochure attractively presents information about program features, benefits for participants, approved credit arrangement, and the method of application. The brochure was used additionally to inform parents and school staffs about the various components of the program.

Various articles describing the program have appeared in local newspapers and bulletins (attachment 2). Community response to the program has been overwhelmingly favorable.

The learner and process objectives for the program are outlined below with a summary of the various activities designed to achieve the objectives and the plan for collecting evaluation data on each objective. A consultant evaluator, Policy Studies in Education, was retained to develop an evaluation design for the program. The final report from Policy Studies is included in this report.

LEARNER OBJECTIVES AND EVALUATION PROCEDURES

Objective 1

> *Gifted and talented students will develop greater familiarity with career opportunities in the field of public service in which their special abilities may prove valuable to society.*

Activities

The weekly seminar sessions included a career counseling component designed to broaden the interns' familiarity with career opportunities in the field of public service. During the semester, each intern conducted a seminar in which he/she articulated knowledge about both existing and projected job opportunities in the pertinent field, including job titles and descriptions, requisite training and experience, range of compensation available, and opportunities for vertical and horizontal mobility.

The seminars were scheduled for Friday. The Monday through Thursday work arrangement provided laboratory opportunities for each intern to explore personal goals, abilities, interests, and feelings toward various work situations.

Evaluation

Criteria for successful achievement of this objective were:

a) Greater sense of self-confidence

b) Greater awareness of personal skills, abilities, and interests

c) Greater sense of personal preferences in relation to job situations, such as in meeting and working with people, working in an organizational setting, working under pressure, etc.

Attainment of Objective 1 was measured by observation of the interns' weekly seminar presentations and an end-of-semester presentation which was evaluated on the basis of interns' knowledge of existing and projected job opportunities. A Seminar-Project Check List (attachment 3) developed by Executive High School Internships of America was used to collect the data.

Objective 2

> *Gifted and talented students will develop greater self-awareness of their own goals, abilities, interests, and attitudes.*

Activities

The internship experience provided the setting for the development of an awareness of individual goals, abilities, interests, and attitudes. As students became assistants to their sponsors, they attended meetings and conferences, prepared reports, made policy recommendations, and helped to initiate programs and develop projects. The weekly seminar sessions also provided a forum for students to sharpen their interests and attitudes by a mutual exchange of ideas.

Evaluation

A Student Attitude Survey developed by Policy Studies in Education (attachment 4) was administered on a pre/post basis to determine whether interns had developed greater self-confidence and greater awareness of their skills, abilities, and interests.

Objective 3

> ***Gifted and talented students will demonstrate the development of good work habits necessary for effective employment in the field of public service.***

Activities

The weekly seminars and the Interns *Handbook* published by EHSIA stressed the importance of "good work habits." Sponsors, from time to time, addressed the issue with their interns.

The good work habits specifically cultivated are identified below and defined in the context of this program.

a) Accuracy — Freedom from mistakes or errors in following directions and/or obtaining and conveying information

b) Appropriate appearance — Personal dress and grooming well suited for job situation

c) Positive attitude — Affirmative outlook regarding job and willingness to assume responsibilities and related tasks even if they are unpleasant

d) Creativity — Imaginative skill in generating alternative courses of action or solutions to problems

e) Dependability — Reliability in meeting commitments

f) Discretion — Dependability in respecting confidentiality of information — both professional and personal

g) Flexibility — Resiliency in encountering and dealing with new or unexpected situations or behavior in others

h) Independence — The ability to work effectively without constant direction or supervision

i) Maturity — The ability to recognize the potential of a situation opportunity and respond accordingly

j) Perserverence — The ability to remain constant in pursuing goals and meeting objectives

k) Promptness — The ability to keep schedules and meet deadlines

l) Sensitivity — An awareness of the needs and feelings of others and the ability to relate more positively because of this awareness

Evaluation

Evaluation of intern work habits was gathered from sponsors by use of the Work Habit Profile Rating Sheet developed by EHSIA (attachment 5).

Objective 4

Gifted and talented students will develop a more accurate understanding of the organizational environment in which the field of public service must operate and of the jobs of executives and administrators who lead organizations in the field.

Activities

An integral component of the program, the Friday seminars, held three times a month, reinforced and strengthened the learning that took place at sponsor sites. The curricular focus was on an analysis of organizational pathologies using the case study method practiced at the Harvard Graduate School of Administration and other graduate-level institutions.

Functioning in a problem-solving mode, such as management consultants would, the students consider broad questions related to the policies that affect employers and employees within an organizational framework, such as:

a) Division of control and control systems

b) Information systems

c) Recruitment and socialization of employees

d) Formal and informal relationships among employees in organizations

e) Schools of management thought — an historical perspective

f) Career strategies of employees

g) Theory X and Theory Y and Contingency Theory of policy development

h) Evaluating performance

i) Experiments in the nature of work

j) Participation in decision-making — the Lewin experiments

k) Motivation of employees — Hawthorne experiments, Likert

Within this general analytical construct, the students analyze policy questions specifically related to the field of public service.

Beginning with the fifth seminar, the students planned, taught, and evaluated their own seminars within a prescribed analytical framework. They took turns presenting overviews of their organizations. Many presented a case involving a management problem with which he/she had become familiar as an intern, and the group analyzed it and debated solutions.

Evaluation

Students' achievement of this objective was assessed in several ways. One way was through the results of the Executive Myth Inventory developed by EHSIA (attachment 6). Given on a pre/post basis, this inventory questionnaire pointed out changes in student perceptions of the role of an executive.

The use of Performance Objective Inventory I (attachment 7) completed by the intern and Performance Objective Inventory II (attachment 8) completed by the sponsor indicated whether or not the intern and the sponsor believed the objective had been met.

Staff from Policy Studies in Education, the program's third party evaluator, personally interviewed a sample of interns and reported their impressions of student achievement and organizational maturity.

PROCESS OBJECTIVES AND EVALUATION PROCEDURES

Objective 1

The Montgomery County Public Schools (MCPS) will demonstrate effective career education linkages with world-of-work organizations and institutions in the community.

Activity

Approximately 40 leaders in the field of public administration are committed to the internship program as sponsors or potential sponsors. These community leaders provided observational work experiences and work-study opportunities for students.

Participating sponsors worked actively with the intern coordinator to shape the program's focus and operational direction. While an established framework of program goals and format for internship activities guided the program's implementation, there was considerable flexibility for sponsors to design placements based on their own needs, priorities, and general work situations.

The recruitment meetings for sponsors and the individual site analysis interviews of sponsors provided opportunities for the sponsor to work cooperatively with the intern coordinator in planning placement experiences for the students which are feasible, given world-of-work time demands and constraints upon personnel.

Site visits made by the intern coordinator to every sponsor enabled the latter to have strong input into the program's development.

Evaluation

Sponsors had a significant role to play in the evaluation process. They were invited to complete a Work Habits Profile (attachment 5) and Performance Objectives (attachment 8) on each intern's participation to indicate how well the student met program objectives. Sponsors were asked to fill out an End-of-Term Inventory at the close of each semester to assess overall program variables. A large sample of interns was interviewed by the third party evaluator.

Objective 2

> *The Montgomery County Public Schools will develop a more comprehensive approach to career education and articulate it with the academic curriculum.*

Activity

The grant proposal sets forth the following criteria for successful achievement of this objective:

a) Listing of the program in the *Program of Studies* (the official curricula for Montgomery County Public Schools) as part of the academic curriculum

b) Awarding of academic credit by MCPS in standard academic subject areas, rather than vocational or career education categories

c) Student participation in school feedback activities, such as curriculum development, teaching, tutoring, counseling, and briefings

d) Level of support of the articulation component and credit policy by principals and career teacher advisors

On September 22, 1976, the Executive Internship Program was approved as a one-year pilot by the Council on Instruction of the Montgomery County Public Schools. (Attachment 9 outlines the proposal presented to the council.) As a result of the council's approval, students received a total of 3½ credits for participation in the pilot Executive High School Internship Program. Three credits were in "Executive Internship" and counted as social studies credits. One-half credit was in English since the intern program was recognized as an appropriate English assignment for one semester in lieu of English, Grade 11 or Grade 12.

The student received credit but no grade for participation in the Executive Internship Program. The student's yearly grade in English was determined by grades earned during the student's semester in class. If a student wished to earn English grades during his/her semester as an intern, he/she could work out an arrangement for doing so on an independent study basis with his/her English teacher.

Interns could also carry up to two additional courses on an independent study basis during their internship. This was allowed only when official circumstances warranted this exception to full-time concentration on the internship program. A memorandum summarizing the action approved by the council was sent to all participating senior high school principals (attachment 10).

In September, 1977, the MCPS Council on Instruction will be requested to approve the Internship Program for inclusion in the *Program of Studies.*

Evaluation

The achievement of this objective was measured through particular items on the student version of the End-of-Term Inventory (attachment 11) and through interviews conducted with a large sample of interns.

Objective 3

> *Gifted and talented students will have the opportunity to work directly with top community and governmental leaders and to observe the managerial strategies of those who direct leading community and governmental agencies.*

Unlike other internship programs which usually place students with practitioners, the Executive Internship Program in Public Administration placed students with individuals who are in positions of top leadership in Montgomery County and the Washington metropolitan area. The following list of sponsors should make achievement of this objective self-evident:

June Allen
Director
STREET 70
Montgomery County, Maryland, Department of Recreation

Charles Bernardo
Superintendent
Montgomery County, Maryland, Public Schools

Edward Bloom
Deputy Director
Department of Social Services
Montgomery County, Maryland

Fr. Harold Bradley
Director
Office of International Programs
Georgetown University

Quincalee Brown
Executive Director
Commission for Women
Montgomery County, Maryland, Government

Silvio O. Conte, Congressman (Massachusetts)
U.S. House of Representatives

Ruth Crone
Director of Human Resources
Metropolitan Council of Governments
Metropolitan Washington, D.C. Area

Sanford W. Daily
City Manager, Gaithersburg, Maryland

Norman Finkler
Director
Montgomery County, Maryland, Libraries

Arnold Fox
Director
Montgomery County, Maryland, Humane Society

Marie Garber
Supervisor of Elections
Montgomery County, Maryland, Board of Elections

A. A. Gavazzi
Director, Medical District 6
Veterans' Administration Hospital

Esther Gelman
Councilperson
Montgomery County, Maryland, Council

Frank Goodyear
Director of Data Services
Metropolitan Council of Governments
Metropolitan Washington, D.C., Area

Barbara Gregg
Director, Office of Consumer Affairs
Montgomery County, Maryland, Government

Thomas Hamilton
Executive Director, Office of Landlord-Tenant Affairs
Montgomery County, Maryland, Government

Royce Hanson
Director
Maryland-National Park and Planning Commission

William H. Hussmann
Chief Administrative Officer
Montgomery County, Maryland, Government

Eric Heiberg
Foreign Students Advisor
Georgetown University

Morton H. Levit, M.D.
National Institutes of Health

Freda Mauldin
Deputy Director
Montgomery County, Maryland, Human Relations Commission

Kenneth K. Muir
Director, Department of Information
Montgomery County, Maryland, Public Schools

George C. Murray
Director, Program Planning & Evaluation
National Institutes of Health

David O'Brian
Director for Congressman Newton Steers Field Office

Eliot Pfansteihl
Assistant Coordinator of the Arts
STREET 70
Montgomery County, Maryland, Department of Recreation

Harriett Robinson
Executive Director
Montgomery County, Maryland, Chapter
American Red Cross

Walter A. Scheiber
Executive Director
Metropolitan Council of Governments
Metropolitan Washington, D.C., Area

John Short
Director, Office of Budget & Research
Montgomery County, Maryland, Government

Andrew L. Sonner
Maryland State's Attorney

Jeffrey L. Ward
Administrative Clerk
District Court of Maryland

12. ANTICIPATED CHANGES AND/OR PROBLEMS

No major problems existed with the implementation of the project, and no major changes had to be made. The program appeared to have met its objectives. However, the following minor changes should be noted:

a) An additional objective was added to the program design. Process Objective 3 points out that this internship program, unlike most others which depend on practitioners, utilized top community leaders as its basic resource. This provided the setting for a unique experience tailored to the capabilities of gifted and talented students.

b) Policy Studies in Education, the third-party evaluator, simplified the evaluation design submitted in the orginal proposal. The present evaluation plan was described in the interim report.

c) The Subcommittee for Internships of the Citizens' Advisory Committee for Career and Vocational Education was less active in assisting with the program than was originally anticipated. Staff who wrote the proposal had anticipated that the subcommittee would be intensively involved with the following needs of the program as specified:

(1) Program Expectations of Employers and Students:

The subcommittee will advise on the appropriateness of program expectations of both groups.

(2) Employer Recruitment:

The subcommittee will review the list of employers who have already agreed to participate and suggest others to contact.

(3) Seminars:

The subcommittee will review the curriculum syllabus for seminars and advise on the appropriateness of content relative to practical concerns and their organizations.

(4) Dissemination:

The subcommittee will review the dissemination plan for the project and suggest workable strategies for effective communication of information about the program to the world of education, the world of work, and the general public, both within the community and throughout the state.

However, the subcommittee met only twice and gave only casual suggestions for and help to the program.

d) As reported, ten students instead of more than twenty were involved in the first-semester cycle. As anticipated, more than twenty are participating in the second cycle.

13. DISSEMINATION ACTIVITIES

The dissemination plan has used a multidimensional design utilizing media sources, direct mail, and face-to-face contacts in communicating information about the program to fellow educators and to the general public.

a) Newspapers and Bulletins:

Various articles describing the program have appeared in local newspapers (attachments 2a-c). *MCPS Bulletin*, the house organ of Montgomery County Public Schools, has featured the first cycle of interns in a major article (attachment 2e). The program has also been featured in *Learning*, (attachment 2f), a MCPS publication distributed to all parents in Montgomery County. The local lay and professional community has responded favorably to this type of publicity. Community leaders and executives have expressed a positive attitude toward becoming actively involved as sponsors. Copies of the newspaper articles have been distributed to other school districts when information about the program has been requested.

b) Radio:

From time to time local radio stations have aired interviews with interns about their activities in the program. One such interview was with Jana Levinson, a senior at Richard Montgomery High School, on WINX Radio, December 1976. A tape recording of the interview is available from the project coordinator on request.

c) Direct Correspondence:

To date, the intern coordinator has responded to more than 40 requests for information about the program from school districts across the country. Many have been prompted by an announcement about the program that appeared in the fall 1976 issue of the *Curriculum Digest*, published through the National Association of Secondary School Principals.

d) Slide Tape Presentations:

The executive internship pilot has been one of the featured programs discussed in two slide/tape presentations prepared by the MCPS Departments of Curriculum and Instruction and Educational Media and Technology. "A Systematic Approach to Career Education" shows how the intern program is a part of the total career education program in MCPS; and "Above and Beyond" cites the program as one example of the offerings provided to gifted and talented students. Both slide/tape presentations have been viewed by citizen and professional groups locally and nationally.

e) Formal Presentations:

A number of formal presentations have been made about the program:

(1) Each of the public schools and selected private high schools in Montgomery County have received a presentation by the intern coordinator.

(2) Three interns discussed the program at the Conference on the Gifted and Talented, held November 9, 1976, by the Maryland State Department of Education.

(3) The intern coordinator reviewed the program as part of the MCPS presentation on career education at the Commissioner's Conference on Career Education, Houston, Texas, November 1976.

(4) The coordinator and selected interns discussed the program with project directors at the Office of Career Education's Project Directors' Meeting, Silver Spring, Maryland, January, 1977.

f) Brochure:

A brochure entitled "What You Wanted to Know about Executive Internships — But Didn't Know Where to Ask" has been prepared for distribution by the MCPS Department of Curriculum and Instruction (attachment 1). The brochure has been made available to students and parents in Montgomery County, has been distributed at program presentations, and has been sent to all those requesting general information about the program.

14. SPECIAL ACTIVITIES

Recruitment of minority students for the program has taken a special effort. Frequently black students attended orientation sessions but failed to apply for internships. It might be conjectured that their parents are reluctant to see the progress of their children's education risked to a new program that removes them from the school setting. The coordinator has made a special effort to talk with principals and counselors to solicit their aid in seeking out gifted black students. A minority colleague in the MCPS Department of Curriculum and Instruction has made a special effort to talk personally with several black parents.

One black and one Spanish-speaking student were among the ten interns in the first cycle. The second cycle of twenty-three students includes two black students.

A conscious effort has been made to assure that sex stereotyping in career choice has not been encouraged by intern placements. For example, four girls with career aspirations in medicine have been placed with hospital or health-related administrators. Three girls who expressed an interest in law were placed with heads of agencies or legislators who deal primarily in law-related activities. One girl who is interested in a career in politics was placed with the director of a congressman's local office, and one who is interested in finance was placed in the office of the County Director of Budget and Research.

15. REPORT ABSTRACT

Using the internship model developed by Executive High School Internships of America, Montgomery County Public Schools, Rockville, Maryland, developed and implemented a Public Service Administration Internships Program in Career Education during the 1976-77 school year. Project number 554AH60772 (Grant number 800760286) was designed to offer unique experiences in career exploration for gifted and talented senior high school juniors and seniors. Gerald M. Woofter served as project coordinator (phone: 301 279-3360).

For an entire semester, gifted and talented students selected countywide from the eleventh and twelfth grades spent four full days a week as nonpaid special assistants-in-training to executives and managers of municipal agencies in Montgomery County and/or in federal agencies in the Washington metropolitan area. Ten students were selected first semester, and twenty-three participated second semester.

Exposure to the administrative level for gifted and talented students is vital. Not only does it provide the broad vantage point necessary for gaining an overview of the entire field but it also enables students to become acquainted with the managerial level and policy-making positions for which their leadership talents and skills are suited.

Because of the vantage point they enjoyed, the interns were able to learn how complex organizations and institutions function and about how the leadership of these organizations and institutions formulates and implements decisions. Such exposure familiarized the interns with a range of policy issues directly relevant to the field of public service, such as:

Centralized versus decentralized forms of organizations — how to develop more efficient service delivery that is also sensitive to the needs of constituents

Financing public services — developing new forms of financing to maintain or expand services versus cutbacks

Reforming the civil services structure vs. the growing power of public service employees unions

Growing disrepute of public service as a career versus the need to attract talent and integrity to the field

Once the interns began their placements, the intern coordinator carefully monitored their progress through site visits to participating sponsors, a review of the students' daily written logs, and small group and individual counseling sessions with students.

The daily logs in which students recorded their experiences were based on the model developed by Executive High School Internships of America (EHSIA). More than just diaries, the logs focused on students' personal reactions to what they were observing and learning and documented new knowledge and skills being acquired. Submitted to the intern coordinator weekly, the logs served as one useful gauge of how well the program is meeting its goals.

Weekly seminars brought together the entire internship group to focus on career opportunities in public service and to communicate management concepts through case studies of management problems. Interns participated in career counseling which teaches procedures for making self-assessment, organizing information, planning, clarifying work values, and making decisions about situations encountered in the program.

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At the close of the term, the interns were charged with planning oral or written projects demonstrating what had been learned in the program. The projects were presented in school to classes, at faculty meetings, at parents' group meetings, or to organizations in the community.

A brochure describing the program was prepared for use in student recruitment, intern development, and other public relations aspects of the program. The brochure attractively presents information about program features, benefits for participants, approved credit arrangement, and the method of application. The brochure was used additionally to inform parents and school staffs about the various components of the program.

Various articles describing the program have appeared in local newspapers and bulletins. Community response to the program has been overwhelmingly favorable.

The project was evaluated in light of its objects by Policy Studies in Education (PSE) New York, New York. Overall, PSE was "greatly impressed with the quality of the Internship Program, the caliber of the students involved, and the dedication of its coordinator." The strong linkage developed between the schools and the community was praised and the school system was commended for its enthusiastic support of the program. The areas specifically cited for possible improvement included (1) use and/or format of the student interns' weekly logs, (2) the relationship between the students and their faculty advisors, and (3) the students' isolation from and by their school faculty and school friends.

"We firmly believe," the evaluation report concludes, "that the program has been able to help students develop greater familiarity with career opportunities in the field of public service, greater self-awareness, a more accurate understanding of the organizational environment in which the field of public service must operate, and good work habits necessary for effective employment in the field of public service — the four objectives that the program promised to meet by the end of the year."

Contract # 300760286
Project # 554AH60772

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE *(1)*	ASIAN OR PACIFIC ISLANDER *(2)*	BLACK/NEGRO *(3)*	CAUCASIAN/WHITE *(4)*	HISPANIC *(5)*	TOTAL *(sum of columns (1) through (5))* *(6)*	HANDICAPPED *(7)*	GIFTED AND TALENTED *(8)*	LOW INCOME *(9)*	MALE *(10)*	FEMALE *(11)*
STUDENTS											
ELEMENTARY *(K-6)*											
MIDDLE/JUNIOR HIGH *(7-9)*											
SENIOR HIGH *(10-12)*			3	28	1	32		32		11	21
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL			3	28	1	32		32		11	21
EDUCATIONAL PERSONNEL											
TEACHERS				1		1					
COUNSELORS											
ADMINISTRATORS											
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY				30		30					
PARENTS											
OTHER *(specify)*											
TOTAL				31		31					

OE FORM 467, 2/76

FINAL EVALUATION REPORT

EXECUTIVE HIGH SCHOOL INTERNSHIP PROGRAM
MONTGOMERY COUNTY PUBLIC SCHOOLS
MONTGOMERY COUNTY, MARYLAND

POLICY STUDIES IN EDUCATION
475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212)684•6940

A DEPARTMENT OF EDUCATIONAL RESEARCH COUNCIL OF AMERICA

June 1977

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Submitted by:

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INTRODUCTION

In December, 1976, the Montgomery County Public Schools contracted with Policy Studies in Education (PSE) to evaluate their Executive High School Internship Program in the field of public service and public administration for gifted and talented students. In cooperation with the Program's staff, PSE prepared an evaluation design to measure the following Program objectives:

- students will develop greater familiarity with career opportunities within the field of public service to which they are assigned;
- students will develop greater self-awareness of their own goals, abilities, interests, and attitudes;
- students will demonstrate the development of good work habits necessary for effective employment in the field of public service;
- students will develop a more accurate understanding of the organizational environment in which the field of public service must operate and the jobs of executives and administrators who lead organizations in the field;
- the school district will demonstrate more effective career education linkages with world of work organizations and institutions in the community; and
- the school district will demonstrate a comprehensive career education approach articulated with the academic curriculum.

PSE's third-party evaluation services focused on the first five objectives listed above--four of which concern student cognitive and affective learning and one of which concerns involving the community in providing career education internship experiences for these students.

In order to collect information from students and their internship sponsors, PSE developed/adopted a number of instruments and made a site visit in late May, 1977, to meet the student interns and to discuss the Program with the coordinator. These data collection procedures are explained in detail in the next section of this report.

It should also be noted that PSE submitted an interim evaluation report in February, 1977, which discussed Program strengths and weaknesses based on data obtained from first semester interns and their sponsors. Those formative evaluation data will not be reported again here, but may be used from time to time as comparison group data for the second semester interns' and sponsors' responses which are the subject of this final evaluation report.

DATA COLLECTION AND ANALYSIS PROCEDURES

The instruments which PSE adopted in order to collect summative evaluation data on the second semester Program were: (1) the End-of-Term Inventory I for Sponsors (developed by Executive High School Internships of America); (2) the End-of-Term Inventory II for Interns (developed by Executive High School Internships of America); (3) the Seminar and Project Check List completed by the Program's coordinator for a sample of six final seminar presentations by interns (developed by Executive High School Internships of America); (4) the Log Analysis Profile completed by the Program's coordinator for a sample of eight interns' one-week logs (developed by the Academy for Educational Development); (5) the Work Habits Profile completed by sponsors (developed by the Academy for Educational Development); (6) the Executive Myth Inventory completed by interns (developed by Executive High School Internships of America); (7) Performance Objectives I for Interns (developed by the Academy for Educational Development); and (8) Performance Objectives II for Sponsors (developed by the Academy for Educational Development). PSE will report on those data which appear to be the most significant; all data will not be detailed in this report.

In addition, PSE developed a Student Attitude Survey which was used to measure students' attitudes toward and understanding of themselves, school, and the world of work. The items (to which the students were asked to strongly agree, agree, disagree, strongly disagree or register no opinion) were made up from first semester interns' essay responses to PSE's questions about themselves, school, and the world of work. The final Student Attitude Survey was administered to second semester interns on a pretest (January)/

posttest (May) basis. These results were examined to see where pretest to posttest changes seemed most pronounced and significant.

In this final evaluation report, PSE will discuss: the interns' and sponsors' overall satisfaction with the Program; the working situation at the internship placements; the interns' relationship to the regular school environment; the different Program components; and the personal, academic, and future career effects of the Program on the interns. Pertinent questions from the various instruments mentioned above were grouped into these categories, and data will be reported accordingly.

FINDINGS AND INTERPRETATIONS

The findings presented in this section of the report are based on the nine instruments which PSE used to collect data from second semester interns and sponsors, as well as on a group interview which PSE conducted during our most recent site visit in May, 1977, with approximately twelve to fifteen interns. It is important to note that twenty-two students (seventeen females and five males) were enrolled in the Program during the second semester; this figure represents a good and substantial increase over the first (pilot) semester enrollment of ten students. For this report, data were obtained from approximately eighteen students using the instruments designed for interns and from approximately fourteen sponsors using the instruments design for sponsors. Thus, our sample, in both instances, was large enough so that PSE feels free to generalize from these results to the entire group of interns and the entire group of sponsors.

Overall Satisfaction With the Program

Overall, as with first semester Program participants, these sponsors and interns generally held favorable attitudes about the Program. Over one-half of our sponsor respondents indicated that they were very satisfied with the Program as a whole and felt that it was very useful for educating students about the world of work in organizations; the remaining sponsors (five of the fourteen) were moderately satisfied with the Program and felt it was moderately useful for educating students about the world of work in organizations. Indeed, the Internship Program is a two-way street; it not only provides students with an education in the world of work but also provides the organizations with an extra pair of capable hands and an extra worker with new, fresh ideas. In fact, twelve of the fourteen sponsors indicated that the intern was of great value to their organization.

Furthermore, ten of the fourteen sponsors noted that, if they had it to do over again, they would select the same intern--a very favorable report on the success of the individual placements. Finally, eleven sponsors (of the twelve who answered this question) said that they intended to take another intern next semester. This seems to be a very high success rate, and the coordinator is most lucky that he will be able to call on these same experienced sponsors for their help next year with the Program. In fact, six of the second semester sponsors had also been sponsors during the first semester of the Program; they certainly are becoming quite experienced at dealing with interns and consequently should be able to provide interns with a richer internship experience. Establishing a group of sponsors who work well with student interns and who are willing to take interns from year to year is especially important for any program like this one because making and cultivating these community contacts is particularly time consuming for a coordinator. It seems that this coordinator has done a fine job of keeping these community linkages strong. It is also impressive that, on the whole, sponsors seemed slightly more satisfied with the Program this semester than first semester sponsors did. This increase satisfaction is most likely a result of the Program's better overall organization and of the coordinator's increased skills in running the Program smoothly. This first to second semester increase in the positive attitudes of sponsors is promising and commendable indeed.

Turning to the interns themselves, eleven of the eighteen respondents were very satisfied with the Program as a whole, and the remaining students were moderately or somewhat satisfied with the Program. Most students could think of ways to change the Program (students' comments on desirable changes will be discussed throughout this report), but they seemed to agree that this Program was an excellent educational alternative and one of the best programs which their school districts have offered to them. If they had to choose over again, only one student would not have joined the Program, and all eighteen students agreed that they would recommend this Program to other students.

While most students realized that they have missed some things by not being in school during the second semester (for most of them, their last semester in high school), no student felt that he or she should have been in school instead of the Program. In other words, the Internship Program seemed to be a trade-off in which students had to give up some of their school-related activities and associations in order to take advantage of this unique community-based learning experience. In a later section of this report, PSE will raise the issue of developing a better school to internship articulation so that fewer of these trade-offs need to be made by students. Certainly, it is to the Program's credit that students' attitudes were quite favorable regardless of a couple of problems in various Program components. PSE will discuss these problems at length later in this report and will present our recommendations--as well as those of the interns themselves--for improving some of the Program's components for 1977-78.

The Internship Placements

As with first semester Program participants, most sponsors felt that their interns were very or moderately well prepared for their internship experience, while most interns seemed to be more uncertain about their preparation. For example, approximately one-third of the student respondents seemed to be concerned about their preparation for the employer interviews during the placement period, and one-half of the student respondents felt that their previous classroom training had not prepared them very well for their internship experience. Of course, it is understandable that students in high school would have had limited exposure to being interviewed by perspective employers. PSE understands that some role-playing of interview situations was conducted by the coordinator and other school personnel, and PSE would encourage the coordinator to continue this kind of preparation next year. Furthermore, it is understandable that most students would feel that their classroom training did not prepare them particularly well for their internship experience. Certainly no classroom training--even at the graduate school level--can thoroughly prepare an individual to assume a role in the working world; moreover, it is particularly understandable that high school courses might bear little relevance to acquiring employability skills, career decision-making skills, and career awareness. Hopefully, the greater infusion of career education into the regular curriculum of the Montgomery County Public Schools will partially solve this relevancy problem. Employers are probably accustomed to hiring employees whose school training had minimal relationship to job or career training, and thus they are more lenient on students than students are on themselves concerning preparation for the internship experience.

Concerning the goals of the Program, ten of the fourteen sponsors felt that they understood these goals very well. This confidence on the part of the sponsors is most likely a result of: (1) the initial interview with and explanation of the Program by the coordinator; and (2) use of the well organized, attractive sponsors' handbook developed by Executive High School

Internships of America. Most students also felt that they understood the goals of the Program very or moderately well and, when questioned during our site visit, were able to name Program goals such as getting their feet wet in the real world and identifying their personal goals by learning about the goals of different adults in the world of work.

According to the interns, sponsors, and the coordinator's analysis of a sample of the students' weekly logs, the interns seem to be involved in a variety of professional activities, for the most part. They were infrequently used as messengers, clerks, or secretaries. Over three-fourths of the students noted that they performed the following kinds of on-the-job duties:

- attending meetings;
- doing research;
- reading or analyzing complicated materials; and
- using the telephone for business purposes.

Furthermore, over one-half of the students indicated that they were also:

- offering their opinions at meetings and at other times;
- preparing written memos, reports, or correspondence;
- traveling with their sponsor or other staff to other parts of the community; and
- undertaking special projects of their own.

Indeed some students even traveled with their sponsor out of the community and organized meetings. In summary, it appears that students assumed diverse job responsibilities and were able to assist their sponsors in carrying out many of their job responsibilities. As most sponsors indicated (and most students agreed), these student interns were treated as part of the adult professional staff of the organization at which they were interning.

For the most part, the relationships between the interns and their sponsors seemed to be quite good. The overwhelming majority of both interns and sponsors commented that they had had opportunities to meet privately together to discuss what the intern was learning; often the sponsors and interns had lunch together. At the beginning of the semester, only one student strongly agreed that an employer, in many ways, can be similar to a teacher; by the end of the semester, six interns shared this viewpoint. In other words, in a number of cases, the sponsors were able to become real mentors for the students and were able to take a personal interest in what they were learning. Seventeen of the eighteen student respondents also felt that they were receiving sufficient assistance from their sponsor and other staff members.

During our group interview, students commented that they enjoyed having this kind of working relationship with adults but that this was certainly not the first time they had been treated as adults by other adults. Several students also commented that their sponsors did have a number of job responsibilities more important than working with them and that they were often left to devise projects for themselves and to take the initiative in acquiring new job skills or responsibilities. PSE believes that this is probably an accurate picture of the role of an intern and that the coordinator should help student interns learn how to take the initiative with their sponsors and to learn when taking such initiative is appropriate. Such training will, of course, be invaluable to these students when they are working eventually in situations where new, young workers often have to take a good deal of initiative with older, more experienced workers in order to learn how to do their new job most effectively.

One important role for the sponsors is that of serving as advisors for their interns on career opportunities and on the kinds of further education to pursue. Eleven of the eighteen student respondents felt that their sponsors had advised them about career opportunities, and thirteen of the respondents felt that their sponsors had advised them about further education. This represents only a slight increase over the percentage of first semester interns who felt that their sponsors had given them this kind of advice. However, sixteen of the students did agree or strongly agree that internship experiences help students decide on their future educational plans. While it is not necessarily a goal of this Program that these student interns make final career or educational preparation decisions based on this experience, this internship does represent a good chance for students to obtain valuable information and impressions from professionals in the field of public service about the career opportunities available and about the kind of educational background these students will need to pursue such opportunities. While many students are certainly obtaining this kind of information as a result of their internship experiences, others apparently are not. Perhaps the coordinator will want to encourage students to take the initiative to bring up these topics with their sponsors from time to time as well as with other individuals in the organization. For those sponsors, then, who feel uncomfortable about giving their interns personal advice about their futures, student initiative in bringing up these topics may help sponsors to feel that students are interested in the sponsors' opinions and would welcome some professional advice.

Relationship to the School Environment

There are three important areas which need to be discussed under the general topic of the student interns' relationship to the school environment and the Internship Program's relationship to the regular school program: (1) the interns' personal feelings about this separation from their regular school setting; (2) the general school faculties' responses to the Internship Program; and (3) the students' carrying out of their required school-based project. First, eleven of the eighteen respondents felt that it was not very easy for them to maintain contacts with old friends back at school, and nine students felt that it was not very easy to obtain news about school activities, scholarship exams, yearbook pictures, etc. These figures were certainly substantiated during PSE's group interview with twelve to fifteen interns. Interns commented that they had difficulty talking to many friends back at school about their internship experiences because these experiences were so different from what most of their friends in school had been doing and thus there was little common ground for substantive discussion. Furthermore, their friends in regular school classes could not appreciate or help with the kinds of problems which the interns faced at their internship sites because the problems which arise when dealing in a working situation are often different from those which typical school students face in school. It has been suggested by several students that the coordinator focus some of next year's activities during the weekly intern group meetings on developing closer peer relationships among the interns so that they can provide needed support for each other. PSE understands that the coordinator plans to follow this advice (with the help of an outside consultant who has been used successfully this year), and PSE firmly supports this decision. While building better relationships among the interns themselves will help give each intern the support he or she may need and cannot now get from friends back in school, this is not a solution to the problem of the intern's being isolated from his or her friends back at school. The problem is slightly compounded by the fact that interns are, for the most part, putting in a full work day at their internship sites and thus do not even have after-school time to socialize with their friends. One intern commented that she talked to her friends a great deal on the phone at night and that her parents were tolerant of these calls because it was the only way she could really keep in touch with her school friends. PSE does not have a ready solution to propose for this problem of social isolation from old friends. Perhaps if interns are able to be more involved in giving presentations about their internship experience to groups of students (as part of the publicity and recruiting drive for the Program) or if they are able to give more presentations of their school-based project to interested classrooms, then students will at least maintain some kind of contact with students in regular school classes. However, it may be that this is one of the trade-offs which students have to make if they want to participate in the Program. Those students who are quite concerned with maintaining close friendships with students in regular school classes may be able to do so by putting forth extra effort in the evening and on weekends; those students who already feel that they are moving on from their high school friends to different postsecondary experiences (as some interns explained to us) will not find it so important to maintain these high school contacts and will not do so.

Second, PSE is even more concerned about the attitudes of school faculty members toward the student interns and the Internship Program generally. One-third of the students felt that teachers and guidance counselors were not very encouraging about students entering the Program; furthermore, one-third of the student respondents felt that the school was not very helpful in providing independent study assistance to them. During our group interview, the interns were quite vocal about their feelings that the Program needed more active faculty support. Although the coordinator had met with the principal, guidance counselors, and social studies resource teachers who served as the students' faculty advisors, in the Montgomery County high schools, many students felt that this publicity for the Program was not sufficient. Many teachers were still unaware of the Program and viewed it as an easy way for students to finish up their academic secondary schooling; a few students commented that some teachers thought they had dropped out of school or had gotten married. Certainly, as the student interns were quick to point out, this Program is anything but easy for them and is, in fact, probably more demanding and challenging than their traditional school classes would have been. It seems that the Program needs to be publicized more fully to all faculty members in each of the schools and that former interns should be called upon to discuss the Program at these publicity meetings along with the coordinator. PSE feels that the interns would be interested in speaking at these meetings and that they would do a fine job. The coordinator explained that the student interns were required to meet with the principal of their school two weeks into the internship experience in order to explain what they were doing and to keep the principal informed of the Program and of their participation in it. PSE feels this is an excellent idea and would suggest that it be continued; however, this idea might be expanded so that the student could brief the entire faculty of the school (perhaps for ten minutes at a regular faculty meeting) and thus have a further chance to promote interest in the Program among the many faculty members. On balance, several student interns during the group interview did comment that publicity about the Program in their schools had been good; in some cases, good publicity was due to a well informed and interested social studies resource teacher who took it upon himself or herself to discuss the Program with other faculty members. PSE believes that the faculty members in a school can be a very strong influence on recruiting student participants in that school and thus faculty members should be given special attention and should be kept informed through a variety of ways. PSE believes that the Program has enjoyed fairly good coverage in the local news media and in school system publications and would encourage that these avenues continue to be used.

Several student interns also commented that recruiting new interns in their schools had been somewhat ineffective. In many cases, attendance at these recruiting meetings was very low. Again, PSE believes that more students will be encouraged by the faculty to participate in this Program once the faculty members themselves are more aware of what the Program entails. PSE would also suggest that former interns be used in the recruiting process. They should be encouraged to talk informally about the Program to classmates they feel would be interested in the Program, and they should be used at the formal recruiting meetings to explain about their experiences in the Program and to discuss frankly the Program's strengths and weaknesses.

Finally, concerning school faculty attitudes, PSE is particularly concerned that teachers are somewhat unwilling to cooperate with the student interns in providing them with independent study guidance. For these bright students who choose to participate in the Program, independent study courses are the only way they can continue their formal academic preparation during the internship semester. For that reason, it is crucial that teachers be persuaded to give these students the assistance which they seek. Of course, Friday afternoons, when the students can get back to their own schools, may be difficult times for teachers to meet with students on an individual basis, but perhaps they can be persuaded to do so by the encouragement of building administrators and district administrators. Again, if teachers feel that this Program is important and highly regarded by administrators and other teachers in the County, then they may make more of an effort to serve as independent study advisors and to make some free time to give these student interns the assistance they would need to complete independent study courses.

Third, some redirection of the school-based projects may be needed next year. The average student respondent found his or her faculty advisory (usually the social studies resource teacher) only somewhat receptive and felt that his or her school-based project was only a moderately valuable experience. PSE believes that the coordinator has taken some important steps in this second semester toward defining the school-based project and setting appropriate guidelines for its completion. For example, students now must submit an outline for this project which has been approved by their resource teacher for the approval of the coordinator; changes from the original project design must be indicated as they occur, and both the resource teacher and intern must sign the form upon the project's completion. Such a form does help prevent misunderstandings by either the student, the resource teacher, or the coordinator and does let the coordinator know when students can be given credit for completed projects.

Of course, the quality of the student-resource teacher interaction greatly depends on the interests and concerns of each of them. Some resource teachers worked out very well during the second semester and were able to give students the guidance and assistance they needed to complete valuable projects; others were not, and these cases should be investigated to see whether these resource teachers should be retained by the Program in the future.

PSE was pleased to hear of many interesting school-based projects which students were able to carry out quite well and were able to present to other students in the school. For example, one student who had been interning in the County government did a presentation on how a bill becomes a law; the student traced three bills which would be of interest to high school students (on the legal drinking age, abortions, and funds for drivers education) and discussed the fate of each. This project was presented to tenth and eleventh graders in various history courses and was well praised by the history teachers from the classes in which the presentations were made. There were other success stories such as this one, and PSE would suggest that the coordinator give future interns a brief overview of some of these interesting school-based projects so that they will understand the possibilities which exist as well as the level of excellence which is expected of them. Clearly, much of the success of these school-based projects rests on the initiative and diligence of the interns themselves who will be responsible for the ultimate success of their work.

Program Components

Since PSE has already discussed the school-based component of the Program in the previous section of this report, the two most important remaining Program components which need to be examined in this section are: (1) the interns' weekly logs; and (2) the interns' weekly group seminars. Finally, in this section of the report, PSE will comment on the role of the coordinator and his functioning during the second semester.

Both according to students' completed questionnaires and according to their comments during PSE's group interview with them, it is fair to say that students are about equally split on the benefit of keeping these weekly logs. There seemed to be an equal split between those students who used the logs as simply a diary of their daily activities (e.g., answering the telephone, attending meetings, drafting correspondence) and those who used the logs as a means of exploring their own reactions to the Program and to specific situations which arose at their internship site. Understandably, those students who used the logs as simply a diary of their daily activities found that keeping the log was of minimal value to them. Several students commented that their log entries became repetitive (e.g., they answered the phone or drafted correspondence every day) and, therefore, were not very interesting for them to write about or for the coordinator to read about. On the other hand, students admitted that their log was one good way for the coordinator to find out what they really did do at their internship site, and thus the logs provided the coordinator with a weekly update of the students' activities so that he would be able to spot cases where he thought students may be having difficulties. In other words, for about one-half of the students whom we interviewed, the weekly logs were considerably more valuable to the coordinator than they were to the students themselves. While this may be a valid use of the weekly logs, PSE feels that some redirection and rethinking might be given to the logs so that they can become more useful to more students.

For instance, some students commented that they would rather talk about what was going on at their internship sites than write about their feelings. Perhaps the coordinator may explore the idea of having students tape record their daily entries rather than write them out. In this way, the coordinator may gain a certain spontaneity from the students and, for those students who found it tedious to write daily entries, the coordinator may gain longer, more interesting, more probing work. PSE understands that writing the weekly logs may be crucial in order to allow students to receive school credit toward their high school English requirement; however, some arrangement may be made so that some tape recording may replace some actual writing. Another idea which PSE suggested during the group interview was that students start the weekly log by quickly outlining (in three or four paragraphs) their daily activities at their internship sites and then go on to write in more detail about an interesting personal experience during the week, an interesting personal contact they made, or a challenging project which they carried out. In that way, students would not feel as if their log entries were repetitive day after day and they might be encouraged to write about situations and problems which would allow them to use greater insight into themselves and into their working situations. PSE believes that it is to the coordinator's credit that many students commented that, if a problem arose during the week, they would simply call the coordinator and discuss it and would not wait to write about it and hand it in at the end of the week; it is obvious that students feel that the coordinator is understanding and approachable.

Students were also split about whether they viewed the coordinator's feedback on their logs as valuable. Several students explained that, given the nature of their logs (mainly a recounting of daily activities), there was very little of real value that the coordinator could comment on. Therefore, since PSE would not like to see the weekly logs become a tedious chore for either the students to write or the coordinator to review, we would hope that some of our above suggestions might be considered. It might be helpful to provide next year's interns with several samples of logs from students who valued the log-keeping experience this year.

In addition to the school-based project and the weekly logs, a crucial component of the Internship Program is the series of Friday group seminars for all interns which are conducted either by the coordinator or by the students themselves; one important aspect of these seminars is the presentation which each student makes about their own internship site--the organization in which they work and a case study of a particular management problem which had arisen during the semester. PSE attended one of these seminars which was presented by two students who had been involved in law-related internships; PSE found the seminar informative and thought-provoking. The coordinator tried to hold the seminars during the semester at the actual internship sites so that the interns' sponsors would find it convenient to stop in for part of the seminar and take part in the students' presentations and general discussions. PSE thinks that this is an excellent idea and certainly gives the whole group of students a chance to meet and react to a variety of professionals in the field of public administration. The two sponsors who took part in the seminar which PSE attended spoke frankly and candidly with the students, surfaced problems within their organizations and within the career field which they had chosen, and discussed themselves and the preparation which they had before entering their current position.

The coordinator keeps track of the topics covered in these seminars, using the Seminar and Project Check List developed by Executive High School Internships of America; PSE reviewed a summary of these check lists from six of these seminars. According to these data, most students did a good job of covering the variety of types of information which were supposed to be covered during the seminars. For example, in presenting an overview of the organization in which the students interned, students in at least four of the six seminars were able to:

- identify the priorities of the organization;
- describe how decisions are made on budget;
- identify sources of revenue and finance;
- present an organization chart and/or explain functions of major departments and key people;
- present an example of how a major decision is made, including issues in dispute, those who influenced the decision, how the decision was ultimately reached, and next steps toward implementation;
- describe the employer's scope of responsibility;
- describe characteristics of an effective executive or manager;
- describe constraints on the employer's decision making; and
- describe strategies for change used by the employer.

In addition, when presenting the case study of a management problem, most students were able to define the problem, give the locus of decision-making power in the organization, and note the time frame for solution of the problem. When presenting an overview of career opportunities available in the organization, most students were able to describe the types of positions that exist or are anticipated and discuss the training and experience needed for these various positions. It seems perhaps that second semester interns dealt more completely with the career opportunities available in their organizations, while first semester interns were more thorough in presenting the case study of a management problem.

It is obvious that the students' seminars were instructional and informative and that students did learn from each other. In fact, sixteen of the eighteen student respondents at posttest time agreed or strongly agreed that rating another student's presentation could help them learn about themselves (at prettest time, only thirteen students shared this view). While most students (twelve of the eighteen respondents) felt that the weekly seminars were well planned, only approximately one-half of tl student respondents felt that the seminars were very or moderately interesting or that they related to the issues they were facing in their placements. PSE believes that these data reflect the students' feelings that more weekly seminars needed to be devoted to developing peer relationships among the interns to provide them with the support which they needed in their internship experiences and which they could not get from their friends back at school. PSE has already surfaced and discussed this problem earlier in this report. During our group interview, students commented that a fifty-fifty split between weekly sessions devoted to students' seminar presentations and sessions devoted to the development of personal skills for coping with situations being faced at the internship site would be optimum. PSE understands that, in the second semester, several seminars were presented by two or three interns together if those interns had been involved in placements in the same career field (e.g., law or education); PSE feels that this is an excellent practice and, if it is continued, may free up enough weekly sessions so that more can be devoted to the development of the students' interpersonal relationships and skills.

Finally, the person who is in charge of seeing that the Program runs smoothly and that each component of the Program enhances the others is the coordinator. Having seen the coordinator interact with the group of interns during our site visit, PSE firmly believes that he has done a first-rate job of holding together a complex and multi-faceted educational program. It is obvious that he has a warm relationship with each of the students and that he makes an effort to learn about their particular problems and concerns and help them with those problems. Students call him frequently to discuss difficulties as they arise or simply to let him know how things are going at their internship site; in fact, several students from the first semester group of interns still call him to discuss their new projects and interests.

Fifteen of the eighteen student respondents felt that the coordinator was very or moderately accessible when they needed help or information (perhaps as accessible as he could be, given the demanding schedule of keeping track of twenty-two interns at different internship sites). Fourteen of the eighteen student respondents felt that their coordinator had been very or moderately helpful in helping them adjust to the expectations of their internship placement.

Sixteen of the students noted that their coordinator had visited their sponsor during the course of the Program, and eleven of these students said that they had received feedback about each visit. Additionally, eleven students commented that the coordinator had met with them individually or in a small group to provide counseling on various aspects of the Program. During the group interview, PSE asked students how often they felt the coordinator should visit them or their sponsors during the Program. Most students agreed that one visit by the coordinator was sufficient; students felt that more frequent visits would give the sponsor the impression that someone from the school district needed to be looking over the shoulder of the student to make sure that they performed well and that such an impression would be a very undesirable one for sponsors to have. Since the overwhelming majority of sponsors felt that the coordinator was very accessible when they needed him for information or assistance, and thus since the sponsors were not concerned about the lack of personal visits by the coordinator, PSE would agree that this practice of one site visit is acceptable for next year. The coordinator does call each sponsor in the first couple of weeks of the Program to make sure that no problems have arisen, and this kind of telephone contact probably is more appropriate--in terms of both the sponsors' and the coordinator's schedules--than personal visits by the coordinator would be. Overall, it seems apparent that the coordinator has provided these interns and sponsors with enough individual on-site attention and that both interns and sponsors feel free to call him and request special assistance as they need it.

PSE firmly believes that with this first year of experience behind him and with this practice in acquiring the managerial skills necessary to run a program like this one, the coordinator will be able to do an even more effective job of overseeing this Program next year.

Various Effects of the Program

In this final portion of the findings and interpretations section of this report, PSE will draw from a number of different instruments in order to comment on the effects of the program on the student interns in terms of: (1) their increased self-awareness and attitudes about themselves as members of the world of work; (2) their increased academic, vocational, and employability skills; and (3) their increased career awareness and knowledge of the world of work. Finally, PSE will review intern and sponsor data in order to assess how well both interns and sponsors met the performance objectives outlined in the Memorandum of Understanding which is entered into by all parties of the internship experience.

Self-Awareness. For the most part, information about the interns' self-awareness (i.e., their understanding of their interests, abilities, aptitudes, and preferences and their attitudes toward themselves as members of the labor force) was obtained from the Student Attitude Survey which PSE developed in February, 1977, based on written essays from first semester interns. In general, PSE found that these second semester interns held basically positive attitudes about themselves and felt that they knew themselves well enough to at least begin to make logical career decisions (this does not--and should not--mean that students felt ready to make final career decisions as a result of this Program). In spite of their basically positive self-concept even at the beginning of the Program, some pretest (January) to posttest (May) changes can be noticed.

First of all, over one-half of the sponsors felt that their interns' level of self-confidence and poise increased over the approximately four months they participated in the Program. At posttest time, more students themselves strongly felt that they now had less difficulty in conducting a meeting or speaking in front of a group of people.

Concerning their understanding of themselves, at posttest time, six more students agreed that they now felt capable of identifying their preferences in working situations (such as changeable schedules vs. steady routines) than they did at pretest time. In addition, at posttest time, four more students agreed or strongly agreed that they could now analyze their strengths and weaknesses effectively enough to choose a career field of interest. Finally, at posttest time, four more students strongly agreed that they now understood the difference between their interests and their abilities. Further testifying to their self-awareness, most students both at pretest and posttest time agreed or strongly agreed that:

- they were able to identify their personal and career goals;
- they felt capable of assessing their interest in pursuing opportunities in a chosen career field;
- before making personal or career decisions, students should have an understanding of their own value systems; and
- knowing what one's limitations are is just as important as knowing what one's talents are.

In further probing of the students' attitudes toward themselves and the world of work, four more students at posttest time strongly agreed that they could now handle the pressures of having a job with responsibilities. This is particularly encouraging because it seems to suggest that students were given a good deal of responsibility in their internships and that they learned how to deal with that responsibility. In addition, three more students at posttest time strongly agreed that they could now handle themselves well in a working situation. At posttest time, four more of the eighteen student respondents also agreed or strongly agreed that it was important for people to evaluate their own work on a job. Self-evaluative skills are quite important for all workers--perhaps especially for those professionals in a field such as public administration--and these skills are perhaps more likely to be developed on-the-job rather than in school; it is then particularly encouraging that these student interns see the importance of self-evaluation now so that they can begin to work on developing these skills early in their careers.

From other responses, it is obvious that students' attitudes were shaped by the apparently realistic picture of the working world which students were exposed to during their internship experience. For example, by posttest time, six more of the eighteen student respondents strongly agreed that adults in the world of work do let their emotions affect their behavior. On the other hand, more students at posttest time also strongly agreed that jobs can improve an individual's personal qualities; obviously, students felt that some of their personal qualities (perhaps their sense of independence or sense of responsibility) improved as a result of this internship experience. Finally, at posttest time, six more of the eighteen student respondents strongly agreed that it is important to recognize and appreciate jobs that are done well by others; for many students, this internship experience may have been one of the students' first experiences in working as a member of a group or organization (other than in school projects or school activities), and students realized the value of individuals working cooperatively and providing reinforcement for each other.

In summary, at posttest time, four more students strongly agreed that they now know what is important to them in choosing a career. This pretest to posttest change is certainly a result of both students' increased self-awareness and self-understanding and students' increased skills and career awareness.

Academic, Vocational, and Employability Skills. PSE was interested in finding out the kinds of academic, vocational, and employability skills which students were able to acquire as a result of participation in this Program or the ways in which they were able to utilize skills already learned, particularly those learned in school. When student interns were questioned about the relevancy of skills they learned in school to their functioning in the world of work, a slight inconsistency in their attitudes seemed apparent. While sixteen of the eighteen student respondents agreed or strongly agreed that they may use the same skills they used as a student while working on a job, only four students at posttest time agreed that most skills taught in school are useful in the world of work (at pretes time, nine students had shared this view). The inconsistency is perhaps explained by reasoning that students believe that the skills they used as a student (study, review, or logical thinking skills) would be used on-the-job, but that many skills specifically taught in school (such as computational or map-making skills) are not useful in the world of work. PSE believes that most skills taught in school are useful in the world of work, including computational, verbal, analytical, and even map-making skills; indeed, even study skills are taught in school or at least good teachers help students to develop them through practice on a variety of assignments throughout their elementary and secondary education. The coordinator may want to spend some time with students in the Program next year in discussing the relevancy of what students learn in school to their functioning in the world /of work, with special attention given to the variety of ways in which public administrators use computational, verbal, analytical, and graphic skills in their various careers. This kind of investigation and examination of skills may be useful to students as they continue into postsecondary training or education so that they can try to sharpen these skills through particular training or coursework and so that they can appreciate the value of having these skills when they start to look for a job.

One set of skills which certainly spans the academic and vocational worlds and which indeed makes students highly employable is communication skills. It is particularly interesting and discouraging that, at pretest time, sixteen of the eighteen student respondents strongly agreed that clear communications with others is essential in the field of public administration, while only eleven student shared this view by posttest time in May. PSE would expect that students were exposed to many examples of ineffective, poor communicators who seemed to be able to get by in their business dealings and with their contacts regardless of poor communication skills (e.g., writing, speaking, self-expression, etc.). PSE sincerely hopes that the coordinator tries to counteract this somewhat negative influence to which some interns are likely to be exposed during the Program. PSE is well aware that standards among many professionals (in the field of public administration as in countless other fields) concerning communication skills can be quite low; that is precisely why effective communicators are in such great demand and can provide a much needed service both to their organization and to the organization's clients and contacts. PSE urges that the coordinator ask interns next year to be particularly alert to and analytical of both good and bad examples of communication skills which they will be exposed to during their internship experiences.

It is particularly interesting to note that only approximately one-half of both the student respondents themselves and the sponsor respondents felt that these student interns had been able to strengthen their ability to write fluently and concisely and their ability to speak with confidence and maturity to a great extent. PSE would agree that it is difficult for special programs such as this one to make a considerable difference in students' writing (even traditional English classes in school can have difficulty achieving that aim), and perhaps this Internship Program should not be held accountable for achieving this goal although it may still aspire to do so. However, this Program may be able to have more impact on students' speaking skills (including their self-confidence when speaking to adults or before a group), and the Program may want to discuss this aim with the sponsors and ask that sponsors be particularly alert to their interns' speaking skills and offer suggestions for improvement as needed.

Just as communication skills are crucial to the performance of most --if not all--jobs in the field of public administration and thus the acquisition of these skills by students can make them ultimately highly employable, good work habits are other employability skills which successful workers will need to develop. Almost all interns and their sponsors agreed that students had done a very or moderately good job of working on the development of important work habits. When sponsors were asked to rank eleven different work habits on a scale of one (high) to five (low) in terms of their interns' demonstration of these work habits during the internship period, there were very few ratings given below a three (average). According to the tabulation of number one (high) ratings given by these sponsors, these student interns seemed to be:

- discreet (respecting confidentiality of situations);
- independent (ability to work without constant supervision);
- sensitive (relating well to a variety of people):
- appropriately dressed and groomed;
- positive in attitude (positive outlook on an assignment, willingness to undertake tasks);
- dependable (in meeting commitments);
- flexible (reacting to new and unanticipated situations);
- accurate (ability to follow directions, attentive to details, ability to obtain information and convey it accurately); and
- prompt (in arriving at the internship, in completing assignments).

For all the above work habits or traits, one-half or more of the fourteen sponsor respondents gave their interns the highest rating possible. On two work habits, slightly fewer than one-half of the sponsors gave their students the highest rating possible and more sponsors gave students average or low ratings--maturity (seriousness in approach to the internship) and creativity (ability to generate alternative solutions to problems). The lowest ratings were certainly given on creativity, and PSE assumes that it may have indeed been difficult for interns to enter this very new and different kind of situation in the working world and to be able to offer creative ideas and suggestions about the operation or business of their organizations. In general, though, PSE feels that these sponsor ratings were quite good.

Finally, when sponsors were asked whether students had gained new vocational skills and knowledge, over one-half of them agreed that students had. For those students who are interested in pursuing a career in public administration eventually, this internship experience--and the skills and attitudes acquired during it--should prove to be an excellent preparation for them. Many of these skills and attitudes, of course, are generally applicable to the world of work and its many other career fields as well.

Career Awareness. It is apparent from the student data that these interns felt that their internship experience was a valuable preparation for and awakening to the world of work. For example, there was a pretest to posttest increase in the number of students who strongly agreed that: (1) students should have several work experiences--volunteer or for pay--before they leave high school; and (2) out-of-school learning experiences can be as valuable as school classes and activities. Programs such as this one as well as other work or volunteer experiences are viewed by students as something to round out and complete the education they receive in school so that they are prepared to assume a productive and satisfying role in the work force.

Virtually all sponsors and interns felt that students had done a very or moderately good job of becoming knowledgeable about how an organization functions and of learning how decisions are made and carried out by executives and managers. Virtually all sponsors also felt that the intern had become acquainted with new career opportunities as a result of participating in this Program.

Given the knowledge about the field of public administration which students obviously acquired during these four months and given their feelings that these out-of-school learning experiences are an important part of their education, it is somewhat puzzling that students were fairly divided on how influential they felt the Program was in shaping their career goals or in helping them make decision on educational goals. Just slightly over one-half of the student respondents felt that the Program had been either very or moderately influential in either of these two areas (their career and educational goals). One might have expected that this Program would have been very influential in either encouraging students to prepare for and pursue a career in public administration or discouraging students after they saw what their career field was like and listened to other student interns discuss their experiences. It seems, however, that most of these interns are continuing to leave their educational and career options open and that they are unwilling to put a great of emphasis on this one experience. PSE believes that this is probably a sensible decision on the part of the interns and that, as long as interns feel that the Program was one valuable experience in the many they might have eventually, the Program should be viewed as a sound educational alternative and beneficial learning experience.

Summary. Students and their sponsors were asked to rate each other on their achievement of the performance objectives of the Internship Program as outlined in the Memorandum of Understanding which sponsors and their interns sign at the beginning of the internship period. In general, sponsors gave their interns just slightly higher ratings than the interns gave their sponsors.

The average sponsor felt that his or her intern very frequently met the following performance objectives: (1) developing a comprehensive view of the organization and learning what makes an executive or manager perform effectively; (2) defining and completing assignments promptly and fully; (3) attending meetings and conferences and seeking prior briefing on the agenda, participants, and the role the intern should play; and (4) using initiative to seek additional responsibilities in the organization which will enhance the internship experience. The average sponsor felt that his or her intern almost always met the performance objective of demonstrating good work habits (this has been discussed more fully earlier in this section of the report).

On the other hand, the average intern felt that his or her sponsor very frequently met the performance objectives of: (1) briefing the student about the organization and providing him or her with an organizational overview; (2) providing the student with opportunities to accompany the sponsor to staff meetings and conferences; and (3) briefing other key staff members about the role and functions of the intern in the organization and soliciting thei cooperation in providing support and supervision for the intern. The average intern also felt that his or her sponsor did not do quite so well in meeting the objective of advising the student of behavior appropriate for meetings and relating to the staff, clients, and others or of providing information on hours, office procedures, and appropriate dress.

Finally, consistently worse ratings were given by both sponsors and interns on the topic of regular sponsor-intern meetings. It is possible that the sponsors felt the interns should have taken the initiative to meet regularly with the sponsors to review learning experiences, seek advice discuss situations which may prevent the intern from fulfilling program goals, and clarify assignments; on the other hand, the interns may have felt that the sponsors should have been the ones to designate a regular meeting time with the intern to review his or her progress, provide advice and guidance, and provide general support and encouragement. This is one area to which the Program coordinator may want to give special attention next year. If the coordinator finds that, after the first month or so the Program, weekly or regular meetings are not taking place between the intern and his or her sponsor, the coordinator may want to talk to the sponsors himself and encourage them to take the initiative to set up regular meetings with their interns (given demands on the sponsors' time, it is probably easier for them to decide how to work the interns into their schedules for these conferences).

CONCLUDING REMARKS

Overall, PSE was greatly impressed with the quality of the Internship Program, the caliber of the students involved, and the dedication of its coordinator. It is certainly to the Program's credit--and to the credit of the Montgomery County Public Schools--that this Program will be continued next year through local funding; this is an achievement which many good career education programs are not able to accomplish even after several years of outside funding, and it certainly documents Montgomery County's commitment to providing enriched and alternative educational programs for its students.

PSE firmly believes that much of the success that this Program has apparently enjoyed is directly due to the efforts, interests, and personal involvement of the coordinator. He has obviously built strong linkages between the schools and the community and has identified and recuited sponsors who seem to have done a good job of working with their interns and who are interested in continuing with the Program. Again, building this base of support among community members who are willing to serve as sponsors is crucial to a program like this one and saves the coordinator from having to recruit many new sponsors each semester. PSE was also quite pleased to see that the coordinator has such a warm relationship with the student interns. They obviously feel that they can call on him anytime for help and support, and he is genuinely interested in providing the interns with whatever assistance he can.

The students themselves are certainly another reason for the success of this Program. PSE found them to be bright, inquisitive, honest, and talkative. Some of the students felt uncomfortable about the labeling of this Program as one for "gifted and talented" students; they felt that any high school student who was responsible, dependable, and interested could perform well in this Program and could greatly benefit from it.

Throughout this final report, PSE has noted Program components and activities which might be improved by some redirection or refocusing next year. We will not recount all those instances or our subsequent recommendations here. However, in summary, PSE feels that the major areas which should be given special attention next year by the coordinator and which might benefit from reshaping and rethinking are: (1) use and/or format of the student interns' weekly logs; (2) the relationship between the students and their faculty advisors and the students' completion of a school-based project under that advisor's guidance; and (3) the students' isolation from and by their school faculty and school friends. PSE firmly believes that the coordinator will be able to make significant improvements in each of these areas next year.

The final issue of some concern among the students--and one which PSE has not yet raised in this report--is the problem of the cost of participating in the Program for the students. In other words, the student interns must assume daily travel and lunch expenses and are not reimbursed at all from Program funds. PSE understands the students' viewpoint and can also appreciate the great financial burden it would place on the schools to reimburse all their students who are involved in out-of-school learning experiences. PSE might suggest that the coordinator approach some civic and business groups (PTAs, Chambers of Commerce, and professional associations) which might be interested in providing some financial assistance to students in the form of a scholarship for or sponsorship of a student intern. As several students commented, the financial strain of participating in the Program may deter interested students from participating in the Program; this would be most unfortunate.

In summary, PSE believes that this Internship Program is off to a fantastic start. We have already been able to see noticeable improvement from the first semester to the second semester, especially in the coordinator's understanding of the total Program and his ability to manage it effectively. We firmly believe that the Progfam has been able to help students develop greater familiarity with career opportunities in the field of public service, greater self-awareness, a more accurate understanding of the organizational environment in which the field of public service must operate, and good work habits necessary for effective employment in the field of public service--the four objectives that the Program promised to meet by the end of the year. Furthermore, due to the coordinator's efforts, more effective career education linkages with world of work organizations and institutions in the community have been demonstrated, thus accomplishing a fifth Program objective.

The value of this Internship Program as a viable and important educational alternative is undeniable--to the students themselves, the coordinator, involved members of the school faculties, and the community representatives who serve as sponsors. All these people are well aware that school classes in traditional school settings cannot completely prepare an individual to enter the world of work or give that individual a realistic picture of the complex operation of the world of work. For people who share this view, this Internship Program is an excellent step toward bridging the gap between school and work.

ATTACHMENT 1

WHAT YOU WANTED TO KNOW ABOUT

EXECUTIVE INTERNSHIPS*

*but didn't know where to ask

WHAT IS AN EXECUTIVE INTERNSHIP?
It's an opportunity for high school juniors or seniors to spend one full semester working as a special assistant to an executive or administrator in the community.

WHAT DOES AN EXECUTIVE INTERN DO?
All the tasks expected of a regular assistant, including attending meetings and conferences, preparing reports and making policy recommendations, and helping to initiate programs and develop projects. Interns also attend Friday seminars on organization and management. These include field visits, inservice training, conferences with officials, and reading assignments.

WHAT DOES THE INTERN LEARN?
The program introduces high school students to the concepts of management and delivery of services to the urban community through close association with community leaders, professionals, and residents.

Interns refine their social and intellectual skills by relating to a variety of adults, writing reports, becoming precise in analyzing policy issues, helping organize community-based programs, and actively initiating their own learning experiences. They gain specific knowledge about budget, personnel administration, organizational development, program planning and implementation, delivery of services to clients, and evaluating program results and policies. The program gives the student a way to explore career options.

WHAT ARE THE INTERN'S SPECIFIC RESPONSIBILITIES?
Each intern is required to:

- Keep a daily log analyzing what has been learned. Logs are reviewed weekly by the program coordinator.
- Attend a management and administration seminar one day per week. Frequently interns themselves plan, present, and evaluate these seminars under direction of the coordinator.

ATTACHMENT 1 cont.

- Design and present a special project demonstrating what he or she has learned.
- Maintain regular attendance by spending four days each week with the sponsor.
- Develop a summary report at the conclusion of the program. Review and approval by the sponsor and the program coordinator indicates the intern has completed all the requirements.

DOES THE INTERN GO TO SCHOOL DURING THIS SEMESTER?

Not really, except to return periodically to serve as a teaching assistant in classes or to help teachers develop curriculum, teach some lessons, or organize extracurricular activities related to the subject area of the internship.

WHAT ABOUT ACADEMIC CREDIT?

Interns receive 3½ credits during the semester. Three are in "Executive Internship," in the area of social studies, and one-half credit is in English to be counted as part of the junior or senior English requirement. No letter grade will be given for the three credits in "Executive Internship" or for the one-half credit in English unless the student makes special arrangements to take his or her English as an independent study course.

In addition to interning, students also may carry up to two additional independent study courses during the semester, and will have most Friday afternoons free to return to school for teacher conferences.

HOW DO COLLEGES VIEW THIS PROGRAM?

College admissions officers have looked favorably on the internship program as a factor in considering a student's potential, and review the program summary that has been approved by the sponsors.

HOW ARE INTERNS SELECTED?

Students interested in the program must submit an application to their school career counselor, who sends it on to the program coordinator. The application form and information about the internship program are available from the career counselor.

HOW ARE THE PROGRAM SPONSORS CHOSEN?

The individual administrators and organization leaders who serve as sponsors are selected for their ability to provide a stimulating and challenging internship experience for the student, their willingness to involve the intern in major issues and programs, a sensitivity for the concerns of youth, and willingness to devote personal attention to the student.

Students selected for the internship program participate in interviews with prospective executive sponsors, and work with the program coordinator to choose their sponsor.

HOW DO I FIND OUT MORE ABOUT THE PROGRAM?

Contact the Coordinator, Executive High School Internship Program, Department of Curriculum and Instruction, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, Md. 20850. Phone: 279-3360.

Rockville, Maryland

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ATTACHMENT 2a

The Tribune, Friday, August 27, 1976.

High Schoolers Study Officials

Fifty of Montgomery County's brightest high school students will be chosen for half-year internships with public officials, as a result of a $37,000 grant to the school system from the U.S. Office of Education.

This unique career education opportunity will give the students insight into public careers and the decision-making process at top levels of local, state, and national government. The purpose? To offer a challenging on-the-job opportunity for gifted and talented juniors and seniors that will give them new understanding of government, and perhaps entice them into public service careers in the furtue.

The students, 25 in each semester of the coming school year, will spend four full days each week as nonpaid, special assistants-in-training. On the fifth day, they will come together for a weekly seminar that will focus on career opportunities to tackle case study management problems. In addition, the interns will return to their schools periodically to relate what they have learned, to serve as teaching assistants, and to counsel with teachers on social studies curriculum development.

The program is being organized in cooperation with The Academy for Educational Development, Inc., as one component of a two-state, federally-funded program in career education.

Interested juniors and seniors in Montgomery County public high schools should contact their guidance counselors for further information, or call Gerald Woofter, 279-3506.

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ATTACHMENT 2b

Montgomery County (Maryland) *Sentinel*, 9/16/76

Local students get public internships

An estimated 50 selected county high school students will serve internships with public officials this year under a federal grant.

The students, 25 each semester, will spend four full days each week as unpaid interns for the officials, who will include School Supt. Charles M. Bernardo; Barbara Gregg, director of the county Office of Consumer Affairs; Royce Hanson, chairperson of the Montgomery County Planning Board; Norman Finkler, director of county libraries; and an official at the Smithsonian Institute, according to Gerald Woofter, director of the internship project.

The fifth day of the school week will be devoted to a seminar on careers in public offices.

The program is being financed by a $37,000 grant to the school system from the U.S. Office of Education.

Students participating in the program will be granted three credits, or the equivalent of close to 400 class hours (20 credits are needed to graduate). Students will be permitted to take as many as two independent study courses in addition to their internships.

Montgomery County (Maryland) *Journal*, 9/2/76

50 Internships Offered High School Students

Journal Staff

On-the-job internships for 50 of the county's brightest high school juniors and seniors are available for students interested in government careers.

The internships, the result of a $37,000 grant to the school sytem from the U.S. Office of Education, will last for six months and are designed to give students insight into government at local, state and national government levels.

The students — 25 each semester of the coming school year — will spend four full days each week as nonpaid special assistants in training. On the fifth day, they will come together for a weekly seminar that will focus on career opportunities in public service and opportunities to tackle case study management problems. In addition, the interns will return to their schools periodically to relate what they have learned, to serve as teaching assistants, and to counsel with teachers on social studies curriculum development.

The program is being organized in cooperation with The Academy for Educational Development, Inc., as one component of a two-state, federally-funded program in career education.

Interested juniors and seniors in Montgomery County public high schools should contact their guidance counselors for details in getting in on the program, or call Gerald Woofter, 279-3506.

ATTACHMENT 2d

The Advertiser 8/25/76

Career Education Interns

A $37,000 grant to the school system from the U.S. Office of Education will be used for fifty high school students for half-year internships with public officials at top levels of local, state, and the national government.

The students, 25 in each semester, will spend four full days each week as nonpaid, special assistants-in-training. On the fifth day, they will come together for a weekly seminar that will focus on career opportunities in public service and opportunities to tackle case study management problems. In addition, the interns will return to their schools periodically to relate what they have learned, to serve as teaching assistants, and to counsel with teachers on social studies curriculum development.

The program is being organized in cooperation with The Academy for Educational Development, Inc., as one component of a two-state federally-funded program in career education.

Interested juniors and seniors in Montgomery County public high schools should contact their guidance counselors for further information, or call Gerald Woofter, 279-3144.

"Better things to do at midnight"

Nix asks citizen study of BOE

"If you want to get to Boston these days, you don't take a stage coach," Board Member Roscoe Nix said to his colleagues, suggesting that "most of what we do may be obsolete."

Nix said the Board is not being as responsive as it should to all citizens; that it spends too much time in unproductive meetings; and places unreasonable burdens on MCPS staff members.

"We need to look at what we're doing," Nix said. "There are more important, more beneficial, more healthy, and more desirable things to do with our time than hold meetings until midnight."

Nix has proposed a "blue ribbon commission" to study how the Board of Education is managing its time and using MCPS staff, and to make recommendations to the Board for improvements. The commission, composed of from 5 to 9 citizens, would not only look at the way the present Board works, but at how Boards over the past years have worked. It would interview present and past Board members, MCPS staff, community and civic organizations, members of employee associations, MCCPTA, and news reporters who cover Board meetings.

Nix told his colleagues he is increasingly concerned about the amount of time Board members spend with each other in meetings, cut off from the communities they serve. "We develop a kind of arrogance when we are exposed only to one another," he said. "We might believe we know what's best for the community, when we really have no way of knowing."

He complained that he no longer had time to read anything but mountains of Board materials. "I would hate to have to admit that after four years of Board service I had not read a single book because I had been spending all my time meeting," he said.

Nix confessed that one of the reasons he voted to hire Charles Bernardo as superintendent was because "he said he would try to reduce the number of Board meetings. Now he's complaining that he hasn't had time to read any books, either," Nix said with a laugh. "Superintendents ought to be reading and writing about the state of education in this country. Wouldn't it be terrible if Dr. Bernardo, when asked to write an education article for the *New York Times* could only write about how the Board of Education meets in Montgomery County, Maryland?"

When asked to comment on the Nix proposal, Bernardo confessed he had "difficulty squeezing what I consider the important functions of the Board of Education into the schedule," adding that he believed the Board ought to spend more time on program development, curriculum and instruction, program evaluation, and quality assurance.

In a memo, Bernardo noted the recent upsurge in the number of Board meetings (77 in 1975 as compared to 43 in 1965), and the sharp increase in clerical and administrative time needed to prepare Board materials. "There is a problem, I think," Bernardo said, "when a staff tends to spend more and more time being responsive to the demands of the Board of Education. That can only mean they are less and less responsive to the needs of the schools."

"I am also concerned about the impact of an inordinate number of fourteen-hour-days on some individual staff members' personal lives," Bernardo concluded. "Yes, I endorse Mr. Nix's resolution with great enthusiasm."

Although, the Board seemed to favor Nix's proposal, a vote on it is not scheduled until Jan. 24. Since Nix proposes a long-term look at the problem, Board president Herbert Benington suggested some short-term action is needed.

(continued on page 7)

MCPS bulletin Number 20
January 17, 1977
montgomery county public schools rockville, maryland

Pulse of life

A mother practices CPR — "The Pulse of Life" — on a manikin baby. Westbrook ES and Springbrook HS have instituted CPR courses for interested staff and students, and now MCPS is preparing a training program to teach physical education teachers and coaches the technique. The Montgomery County Heart Association has donated 24 practice manikins for the courses. See story on page 3.

Photo by Sonia Metelsky

1977 school calendar adopted pending negotiations outcome

The Board of Education has adopted a 1977-78 school calendar that includes ten paid holidays, six professional days, and 185 instructional days. The calendar is tentative, however, until employee negotiations are completed since the number of work days is negotiable.

A unanimous vote to honor Dr. Martin Luther King, Jr., added Monday, January 16, as a holiday. In exchange, a new year's holiday on Monday, Jan. 2, was deleted. The 1977-78 school year will begin the day after Labor Day, Sept. 6, and end June 20, 1978.

Dr. King's birthday was made a school holiday several years ago, but this year it fell on Saturday; next year on Sunday. However, Board members felt it was important to make Monday, Jan. 16, a school holiday, "not only as a tribute to the memory of Dr. King, but to the significant contributions all black citizens have made to this nation," Board member Blair Ewing said.

Several Board members commented on complaints from citizens and staff about the length of the school year, but Board Vice President Elizabeth Spencer conducted an informal study and found MCPS closed within a day or two of every other school system in this area. "What makes our school year seem longer," she said, "is the number of holidays and professional days. But this community seems to prefer that."

"I hope people understand the tradeoff required for getting a nonstate mandated holiday like George Washington's birthday," she added.

The tentative calendar is shown below. If the number of duty days is changed by the outcome of negotiations, the calendar will be amended later.

1977-78 school calendar

1977	
June 21	Professional half day for summer school teachers, grades 9-12
June 22-July 20	First session summer school, grades 9-12
July 4	HOLIDAY — Independence Day — Schools and offices closed
July 5	Professional half day for summer school teachers, grades K-8
July 6-Aug. 2	Summer school session, grades K-8
July 21	Professional half day for summer school teachers, grades 9-12
July 22-Aug. 18	Second session summer school, grades 9-12
Aug. 3	Professional half day for summer school teachers, grades K-8
Aug. 19	Professional half day for summer school teachers, grades 9-12
Aug. 22-29	No school for pupils and teachers — A&S leave encouraged.
Aug. 30-Sept. 2	Professional days for teachers
Sept. 5	HOLIDAY — Labor Day — schools and offices closed
Sept. 6	First day of school for pupils
Sept. 13	Rosh Hashanah — no school for pupils and teachers
Sept. 22	Yom Kippur — no school for pupils and teachers
Oct. 13, 14	Professional meetings — no school for pupils and teachers
Nov. 24, 25	HOLIDAYS — Thanksgiving — schools and offices closed
Dec. 26	HOLIDAY — Christmas — schools and offices closed
Dec. 27-30	Winter vacation — no school for pupils and teachers
1978	
Jan. 16	HOLIDAY — Martin Luther King, Jr.'s birthday — schools and offices closed
Jan. 30	Professional day — semester break — no school for pupils
Feb. 20	HOLIDAY — George Washington's birthday — schools and offices closed
March 24, 27	HOLIDAYS — Easter — schools and offices closed
March 28-31	Spring vacation — no school for pupils and teachers
May 29	HOLIDAY — Memorial Day — schools and offices closed
June 20	Last day of school for pupils; dismissal after lunch
June 21	Professional Day

Two PE courses offered by Bowie

Two off-campus graduate level physical education courses are being offered by Bowie State College this semester.

Seminar in Advanced Modern Techniques of Coaching Track and Field (P.E. 0835.505.196) is scheduled for Mondays, from 7 to 10 p.m., in Team Room 1 at Springbrook HS, Jan. 17-May 2. Three graduate credits.

Seminar in Advanced Modern Techniques of Coaching Volleyball (P.E. 0835.504.196) will be offered Wednesdays from 7 to 10 p.m. in the Girl's gym, Northwestern HS, Hyattsville. The three-credit course runs Jan. 19-April 27.

Register at the first class; late registration at the second class meeting. Tuition is $45 per credit.

For further information, contact Joseph Behrmann, seminar coordinator, at Springbrook (622-0710) or at his home (577-4181).

coming events

SASG Meeting

The Suburban Area Study Group will meet Tuesday, Jan. 18, from 9:30 to 11:30 a.m., at the Silver Spring Library. Dr. Robert O'Reilly, MCPS director of research and evaluation, will speak on "Testing and Evaluation."

Inaugural Concert

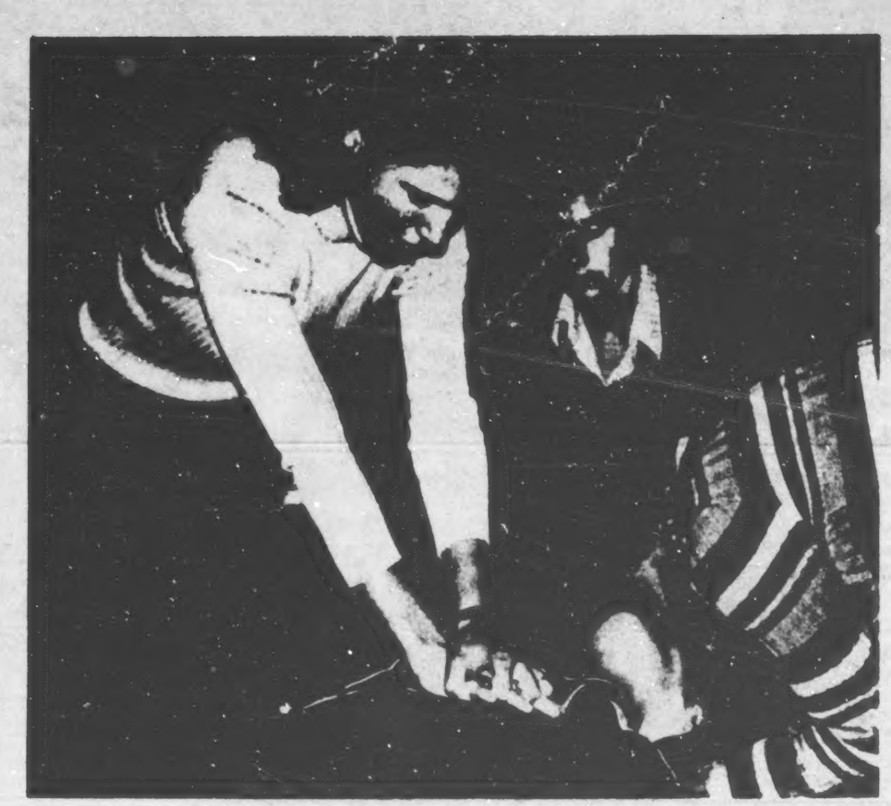
The Damascus High School Concert Band, directed by Matt Kuhn; will play a concert for President-elect Jimmy Carter and Vice President-elect Walter Mondale, at the Maryland Inaugural Reception, to be held Tuesday, Jan. 18, at the National Visitors Center at Union Station, Washington, D.C. A musical group from Wheaton High also is playing.

Dance Concert

The physical education classes at Wootton HS will present a dance concert Friday, Jan. 28, at 8 p.m. in the school auditorium. According to teacher/dance director Marion Griffin, the show will be "a fun night, with jazz, bluegrass, modern, tap, and creative dances." Tickets are $1 at the door.

Free Concert

The Montgomery County Prep Symphony (John Gerschefski, conductor) and the Montgomery County Junior Symphony (John Bauer, conductor) will present a free concert at Northwood HS, on Sunday, Jan. 23, at 3 p.m.



Westbrook parents practice the two-rescuer CPR method on manikin "Resusci Andy."
Photo by Sonia Metelsky

Schools join fight to save more heart attack victims

Many heart attack victims die because trained help doesn't reach them in time. Many who suffer cardiac arrest could be saved if more people knew how to administer Cardio-Pulmonary Resuscitation (CPR) — or "The Pulse of Life."

CPR — used only when the heart stops — has been employed for some time by medical and rescue personnel. Now the Heart Association is joining rescue squads and fire departments across the country in a nationwide campaign to educate the general public in this lifesaving technique.

CPR combines mouth-to-mouth resuscitation with manual chest compressions to force oxygenated blood to the brain and other vital organs when a victim's breathing stops. If the brain is without oxygen for five minutes, permanent damage is probable and chances of survival reduced.

While heart attacks are the most frequent cause of cardiac arrest, it can be caused by drowning, insect bite reactions, drug overdoses, and suffocation.

Several MCPS schools have joined the effort to teach people the proper CPR technique. Springbrook HS offers an after-school course for interested students and teachers. At Westbrook Elementary, 15 people (mostly parents) took a nine-hour CPR course taught by B-CC Rescue Squad paramedics.

CPR courses are free, except for a 25¢ training manual, and the Heart Association supplies all training aids. For the Westbrook course, the B-CC Rescue Squad loaned their life-like manikins with inflatable lungs.

To complete the course and receive certification to administer CPR, a person must pass written and practical exams. To maintain certification, a four-hour refresher course is required within a year.

The Heart Association is anxious to train as many people as possible, and hopes eventually to have one trained physical education teacher in each school "so there will be someone at every school sports event to handle emergencies."

Many rescue squads have trained CPR instructors who will teach interested groups of 15 or more.

For additional information about CPR, and how to enroll in a course, call Margot Summers, Montgomery County Heart Association, 657-8878.

MCPS to begin CPR training for some staff

MCPS will soon begin a training program to teach physical education teachers and coaches how to administer cardiopulmonary resuscitation. (See related story about CPR elsewhere on this page.)

The training program has been worked out by the Department of Curriculum and Instruction, in cooperation with the Montgomery County Heart Association. At first it will be offered only to health and physical education teachers, coaches, and athletic directors, but eventually to any interested educators and to students.

"The Heart Association wants us to start training kids in this technique," said Bill Kyle, coordinator of physical education. "We want to do that, but we want to get teachers and coaches trained first." Kyle, and colleagues Pat Barry (PE coordinator) and Bill Hauptman (coordinator of health education) are working out details of the training program.

Later this month, the Heart Association will conduct a one-hour lecture-demonstration on CPR Thursday, Jan. 26, at 3 p.m., in the Wheaton High auditorium. Eligible teachers are invited to attend this introductory session.

Thirty of these will be selected to take a more advanced six-hour course (three two-hour sessions on Feb. 17 and 24, and March 3). Some of these will go on to become CPR instructors, by taking a two-day, 16-hour course at the Public Service Training Academy in March.

Those who successfully complete this course will become certified CPR instructors and will conduct courses for other teachers as part of the staff development program. The instructors will be paid $100 for each course taught.

The program came about because the Montgomery County Medical Association stopped supplying volunteer doctors to provide emergency care at high school football games. Kyle found paramedics to cover the games, but it made him think "there are other activities as important to cover as football."

Since then he, Barry and Hauptman have been seeking a way to train MCPS staff.

"The Heart Association has been most cooperative," Barry said. "They have given us 22 CPR kits (a programmed instruction unit in CPR) and enough instruction books for each high school."

The Heart Association also donated 24 practice manikins — 12 "Resusci-Andys"

(continued on page 7)

Executive High School Internship:

“The best thing that

David Breslauer researched and wrote projects while serving as intern to superintendent of schools Charles Bernardo, but perhaps the most exciting part of his job is taking part in high-level decision-making. Above, Breslauer (right) and Bernardo (center) talk with former County Council president Norman Christeller.

- A Wootton senior reviews and analyzes the budgets for five small county agencies.
- A Woodward senior does comparison shopping and spots misleading or fraudulent advertising for the county's director of consumer affairs.
- A Northwood junior monitors court proceedings and reports what's happening to the State's Attorney.
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- A Rockville senior travels to out-of-town planning conferences with top level American Red Cross executives.
- A Seneca Valley senior sits in on executive staff meetings with the superintendent of schools — and makes his views known whenever he likes.

These MCPS students are among 2,500 gifted and talented high school juniors and seniors from 17 states who are learning about organizational leadership from the top — as Executive High School Interns (EHSI).

“These aren't Mickey Mouse volunteer assignments,” said Gerry Woofter, the teacher-specialist who coordinates EHSI in MCPS. “The students work with top level public administrators, and are given responsible assignments.”

Each intern works full time — for one semester — as a special assistant to a government executive or administrator, and is expected to perform all the tasks any regular paid assistant might, including attending meetings, preparing reports and making policy recommendations.

Some of them have become “really wrapped up” in their jobs, Woofter said. Alan Benheim, a science scholar from Northwood who's working with the Director of Program Planning and Evaluation for the National Institutes of Health, went to his NIH office through most of Christmas vacation because he didn't want to “miss out on anything.”

“He's got a fascinating assignment,” Woofter commented. “He's been sitting with a group which is trying to determine what the strategy toward medicine is going to be over the next ten years, and whether or not we're moving more toward preventive medicine.”

It's this kind of challenge that is making EHSI so successful. “Not only do kids get a chance to try out career fields before they go to college,” Woofter said, “but they're seeing them at a level most high school students would never see.”

EHSI is a national program begun in 1971, and is funded here this year by HEW's Office of Career Education. It is one of several alternatives MCPS offers gifted and talented high school students.

Woofter keeps the guidelines flexible to meet the needs of those in the program, but interns are not required to go to school during the semester they work. They must keep a daily log of their activities, and write a paper about their experience. They receive three credits in social studies and a half-credit in English for the internship.

Several students are carrying additional courses, however: [illegible] through inde-

Intern Jana Levinson (left) and Street 70 director June Allen talk over plans to convert former Bushey Drive elementary school into a community theatre.

ver happened to me”

pendent study. A Richard Montgomery senior assigned to *Street 70* found most of her eight-hour work-day was in rehearsals and productions at night and on weekends. Therefore, she decided to go to school half-time for some courses she wanted to take.

A Wootton senior didn't want to drop his SSMCIS advanced math program, so he is keeping up with calculus by independent study. “He drops in once a week to take whatever tests I've given the class that week,” his teacher said, “but essentially he's doing it entirely on his own — and it's A work.”

In a recent group interview, the interns talked about the program. All felt the advantages far outweighed the disadvantages, and none had any regrets about the school activities they had to give up to become interns — even one who gave up the lead in the senior play. Most seemed to think their “active internships” were far better preparation for college or career than their “passive classwork” had been.

“There are not really many alternative programs for gifted students,” one commented, and “there's a lack of growth opportunity. Many kids are just plain bored in school.”

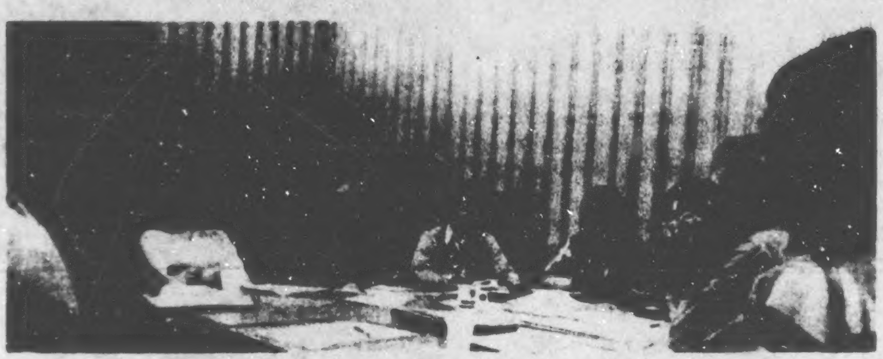
“High school today doesn't expand your mind,” another said. “The whole idea seems to be to meet the minimum requirements and get out. I spent years just sitting around killing time, or watching a teacher perform. Now I am really learning.”

“My job forces me to think about what I'm doing and to organize my time,” another added. “I'm dealing with things that an adult would be doing. I am occupied from the time I get up until I go to bed at night. This program is great; it's the best thing that ever happened to me.”

“The internship throws you out of the nest, and that's good,” said Jana Levinson, a Richard Montgomery senior who is serving her internship as an assistant director with *Street 70*, Montgomery County Recreation Department's theatre company.

Recently interviewed on WINX radio, Levinson said her most memorable experience came on an opening night when she saw that some of her rehearsal suggestions had been incorporated into the final production. “I really felt then that what I had said was not just inane

(continued on page 6)



EHSI Coordinator Garry Woofter (second from right) meets with the interns in Friday seminar sessions to work on assignments and discuss problems.

Interns matched to career interests

The 10 students in the pilot Executive Internship program, and their executive assignments are:

John Berry Walter Johnson HS	William Haussman, Chief Administrative Officer, Montgomery County Government
Alan Benheim Northwood HS	Dr. George C. Murray Director of Program Planning & Evaluation, NIH
David Breslauer Seneca Valley HS	Dr. Charles Bernardo Superintendent of Schools
Terri Collins Magruder HS	Father Harold Bradley, Director of International Programs, Georgetown University
Elizabeth Fischmann Bethesda-Chevy Chase HS	Thomas Hamilton, Executive Director, Montgomery County Landlord-Tenant Affairs
Jana Levinson Richard Montgomery HS	June Allen, Director *Street 70*, Montgomery County Recreation Dept.
Carlos McDonald Wootton HS	John Short, Director Montgomery County Budget & Research
Jeff Orenstein Northwood HS	Andrew L. Sonner Montgomery County State's Attorney
Donna Stengell Rockville HS	Harriet Robinson, Executive Director Montgomery County Chapter American Red Cross
Victor Turner Woodward HS	Barbara Gregg, Director Montgomery County Office of Consumer Affairs

internship

(continued from page 5)

prattle, but that it meant something," she said. "It made me feel really good to know the company valued my opinion, that I was listened to, and that I had impact on that show."

"Now that I'm working as a responsible adult in what Gerry (Woofter) calls 'the world of work,'" she added, "it makes me feel really good about myself. I know now I can handle these things. Everybody in the *Street 70* Company is really helping me a lot. I just feel great about the whole program."

She highly recommends the program to other seniors. "By 12th grade, we're ready to be thrown out of the nest. This program gives us the experience — before we leave home and go away to college — of having to discipline ourselves, set priorities, and structure our own time. It's a valuable learning — and growing — experience we just don't get in school."

The interns meet with Woofter each Friday morning to work on assignments, talk about their jobs, and thrash out problems. Woofter keeps careful tabs on what each intern is doing through these weekly seminars and each intern's log. "If we find that some employer has assigned the intern to stuffing envelopes or collating booklets for three straight days," he explained, "then I might call that office to remind them of the purpose of the internship."

However, almost all of the interns report that not only have they gotten valuable training from their executives, but have been assigned responsible tasks to do on their own.

Eight of the ten "pilot" interns pose for the camera at a recent seminar session. Front, l. to r., are Donna Stengell, Rockville HS; Elizabeth Fischmann, B-CC HS; Alan Benheim, Northwood HS; and Jana Levinson, Richard Montgomery HS. Rear, l. to r.: Carlos McDonald, Wootton HS; Jeff Orenstein, Northwood HS; David Breslauer, Seneca Valley HS; and Victor Turner, Woodward HS. (Absent when the photo was taken were John Berry, Walter Johnson HS, and Terri Collins, Magruder HS.)

"There is a special chemistry that develops between a sponsor and a kid in many of the intern assignments," Woofter said. Jana Levinson (above, left) with Street 70 director June Allen, says the nicest part of the intern program is being treated like a "responsible adult" and "a real person," rather than just a student.

"It certainly doesn't get you out of a lot of work," one intern commented. "Actually, it makes you realize how much work you have to do to prepare for a full-time career."

Several interns commented that their biggest problem was writing letters, memos and reports in clear, concise English. They felt their training in English composition and grammar had been poor, and several said they planned to sign up for a good course in writing skills before they go away to college.

All agreed that the experience had raised their level of maturity and that it would be tough to go back to the classroom next semester. Woofter anticipates that many interns will have "re-entry" problems. "It will be difficult for them to go back to bells and schedules," he said. But on the other had, he points out, many have a much clearer idea of career goals, and what they need to do to achieve them. "Boy, will they knuckle down and apply themselves in the classes they need," he said.

The 10 young men and women (two juniors and eight seniors) participating in the pilot internship program this semester, will visit high schools in January to talk with students interested in applying for EHSI in the second semester. The interns (and Woofter) report that college admissions officers are "very impressed" and tend to look favorably upon students who have been Executive High School Interns.

Woofter hopes to get 25 candidates for second semester, and is already taking applications and searching for appropriate placements. "We try to find an executive in each career field our intern applicants are interested in," he said, "but we are limited to public service organizations. Perhaps in the future we can expand to the private sector as well."

Students interested in ESHI should apply through their high school counselors, who will forward applications to Woofter. For more information about the program, contact Gerry Woofter, coordinator, Executive High School Internship Program, Department of Curriculum and Instruction, MCPS, 850 Hungerford Drive (Room A-242), Rockville, Md. 20850. Phone 279-3360.

ADMINISTRIVIA

CIVIL AIR PATROL. Representatives of the Civil Air Patrol may contact junior highs to arrange for recruiting sessions in the schools and to distribute one flyer or poster to each junior high.

ANIMAL EDUCATION. The Rockville Police Dept. may distribute information about its Animal Control Education Program to elementary schools in the City of Rockville.

COLLEGE FLYER. Marywood College-/Mainland Institute may distribute one copy of an information flyer to each school.

YOUR GOVERNMENT. "Montgomery County Serves and Needs You," County government publication, will be sent each school for distribution to staff, and parents through the youngest child.

INVENTORS DAY. The Patent and Trademark Office will hold its Fifth National Inventors Day Program, Saturday, Feb. 5, (1 to 5 p.m.) and Sunday, Feb. 6 (10 a.m. to 5 p.m.). The Patent Office is located at 2021 Jefferson Davis Highway (Building 3, Crystal Plaza) in Arlington, Va.

POTLUCK SUPPER. The Outdoor Educators Association will hold a potluck supper at Smith Center, on Saturday, Jan. 22, at 7 p.m. All interested MCPS staff are invited. RSVP, 924-2626.

YOUTH ADVOCACY. Many youth in Montgomery County need additional adult guidance to help them cope with the pressures of adolescence. The "Youth Advocacy" program needs adult volunteers (at least 18 years old) with spare time on weekends to establish supportive, one-to-one relationships with youth in a social setting. There is a special need for male volunteers to be role models for adolescent boys. The "Youth Advocacy" program, sponsored by the Mental Health Association of Montgomery County, is accepting applications for volunteer training which begins Feb. 9. Application deadline is Feb. 2. Call 949-1255.

ARTS IN-SERVICE. Space is still available for K-6 art, music and PE specialists in the spring in-service course EL-20, "Interrelated Arts in the Classroom." Submit MCPS Form 440-7, Registration for In-service Course, to the Division of Career Programs, Room B-232, ESC, by Jan. 21.

LEADERSHIP ORIENTATION. The orientation session for Phase II of the Leadership Training Program, Introduction to Administrative Leadership, has been rescheduled for Wednesday, Jan. 19, 4-5:30 p.m., in the Rockville High School math suite. MCPS personnel who have completed Phase I, Career Development for Leadership, are invited. The 18-week Phase II program discusses administrative problems and develops management, leadership, and communication skills essential to administration. The course will include films, speakers, simulation exercises, discussions of assigned readings, and an introduction to MCPS administration. Phase II carries three hours of state-approved, in-service credit and will be offered in two sessions (Tuesday or Thursday from 4-6:30 p.m.), limited to 35 participants each. Participants must attend the orientation session. For additional information, call John Gannon, Staff Development, 279-3482.

READING BAZAAR. The Montgomery County Council of the International Reading Association (IRA) will sponsor the Third Annual Reading Bazaar on Wednesday, Jan. 26 from 2 to 4:30 p.m. at Mark Twain School. Exhibits will include many teacher-made activities and materials for all grade levels. For information, call Joyce Herman, 871-6696.

KINDERGARTEN MEETING. The next meeting of the kindergarten teachers who meet VOLUNTARILY will be held Tuesday, Jan. 25, 3:30 p.m., at College Gardens ES. Discussions will center on favorite films, working with day care children, field trips, and "What's good for a five-year-old?" Please bring visual winter and holiday activities. All interested in early childhood education are welcome.

SUMMER RESEARCH. The New York State Department of Health may distribute an announcement of summer research opportunities for Grades 11-12 students and teachers at the Roswell Park Memorial Institute, Buffalo. NSF and state support will be provided on a matching basis to qualified applicants.

SCIENCE STUDY GUIDES. Secondary science resource teachers will receive study guides prepared by WTOP-TV for use with the weekly series "Britannica Presents," which began Monday, Jan. 10, at 7:30 p.m. The guides are useful for preparing follow-up lessons. Included are sample questions, information summaries, vocabulary, and suggested exercises.

BOE requests federal funds for integration

MCPS has requested approximately $800,000 in federal funds for a quality integrated education program that would involve 27 public and six nonpublic schools.

The Board approved submission of the proposal, including $625,000 for an elementary component and $180,000 for a secondary school component, last Tuesday.

The elementary segment focuses on basic skills in reading and math, human relations and multicultural activities for the public schools involved in the 1976-77 integration plan, plus six nonpublic schools.

The secondary component, an extension of the Richard Montgomery HS Intergroup Relations Project, also involves Seneca Valley high school plus the ninth grades of Broome, Julius West, Ridgeview, and Montgomery Village junior highs. The concentration is on human relations activities, alternative programs, and staff development.

If approved, funds would come from the Emergency School Aid Act, enacted by Congress to assist schools undergoing desegregation.

Nix

(continued from page 1)

He recommended an immediate look at "better priority setting" by the Board, and asked each Board member to write down his or her top priorities. Benington said he and Board Vice President Elizabeth Spencer would meet with Bernardo and Deputy Superintendent Donald Miedema to establish Board agendas efficiently and effectively.

CPR

(continued from page 3)

and "Resusci-babies." Board of Education Vice President Elizabeth Spencer accepted them for the school system at a presentation last week. The Board has indicated its support of the CPR training program, as an effective — and less expensive — alternative to hiring athletic trainers for every secondary school.

A memo about the CPR training program has been sent all secondary school principals by Dr. Harry Pitt, associate superintendent for administration. Questions about the program should be referred to Barry, Hauptman, or Kyle at 279-3144.

EMPLOYMENT OPPORTUNITIES

*The following supporting services positions were available Jan. 10. Applicants must meet qualifications indicated and have excellent human relations skills. Applications for Promotion (Form 446-6) or Transfer (Form 446-1) must be received in Supporting Services Personnel by Jan. 21. *Entrance level positions may be filled at any time.*

Library Assistant (11) — Educational Materials Lab (M-Th evenings, all day Saturday) — HS grad or equiv. training and/or exp. in standard library procedures, including reference and circulation duties.

—**Special Education Aide** (8) — 10 mo. — 2 positions — Poolesville HS (4 hr.) Rolling Terrace ES (7 hr.) HS grad or equiv., knowledge of child development.

Instructional Material Aide (8) — Oak View ES — 10 mo. — 4 hr. — HS grad or equiv.; some clerical exp. and typing.

—**Teacher Assistant** (8) — Hillandale ES — 10 mo. — 3 hr. — HS grad or equiv.

Lunch Hour Aide (8) — Cold Spring ES — 10 mo. — 25 hrs./wk.

***Instructional Materials Aide** (8) — Montgomery Village JHS — (10 mon. 8 hr.) HS grad or equiv.; some clericel exp. and typing.

***American Indian Education Program Aide** (8) — Human Relations (Temporary, Full Time) — HS grad or equiv. Must have good communications, organizational, and record-keeping skills. Must have excellent human relations skills. Must be available for some evening work. Experience with American Indian community highly desirable.

To err is human . . .

Just to keep the record straight — and the editor humble — please change the date on the last week's BULLETIN to read January 10, 1977.

OPPORTUNITY ELSEWHERE

The Gaithersburg Department of Parks and Recreation is accepting applications for summer recreation positions. They include day camp director; swimming instructors/life guards, playground supervisors and leaders, pre-school coordinators and assistants, sports camp directors and staff.

High school and college students and college graduates are invited to apply by March 1. Salaries for 30-hour week range from $70 to $150 a week, depending on qualifications and experience.

For further information or an application, visit or send a self-addressed, stamped envelope to: Gaithersburg Department of Parks and Recreation, 31 South Summit Ave., Gaithersburg, Md. 20760.

Anne Arundel County (Md.) Public Schools (301-224-0113) needs elementary and secondary principals for 1977-78. The Principalship of Mayo ES will be available Feb. Write for application to: B. Lewis Langdon, director of personnel, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Md., 21401, by Jan. 21. Include four personal references.

Harford County (Md.) Public Schools (301-838-7300) needs a Pupil Personnel Worker (bachelor's required). Write for application to: Personnel Office, Harford County Public Schools, 45 East Gordon Street, Bel Air, Md., 21014, by Jan. 31.

CREDIT UNION

The Credit Union will close at 3 p.m. Thursday, Jan. 27, so its staff may attend the Annual Meeting. Members are invited, too.

SWAP SHOP

Western JHS has two wooden, drawer-type library card catalogs and an atlas shelf unit they will trade for almost anything. Call 320-3366.

DESC (Developmental Evaluation Services for Children), a new Supplementary Ed project with nothing to trade, needs nursery school equipment to help get its classroom started. The staff would especially appreciate a small trike, a small round table (no bigger than 36" diameter), a two-drawer file cabinet, and a record player. Call Ray Bianco or Penny Berry, 279-1064.

Harmony Hills ES has a dry mount machine (Seal Co., Model Jumbo 150) complete with tacking iron, in good condition, for swap. Call 946-3404.

SMILE AWHILE

Freddie Evans, of the Information Office staff, was beginning to sound like a recording that Wednesday morning it snowed so hard. The phone was ringing off the hook with people wanting to know if schools were going to dismiss early. Freddie had her message down pat: "That decision hasn't been made yet, sir, but will be made before 11 a.m. The fastest way to find out if schools are going to close early is to stay tuned to your local radio station."

"But, lady," interrupted a sardonic voice, "this *is* your local radio station."

CALENDAR

January	
17	U. Md. off-campus courses begin
17	Special BOE meeting: Program Planning/Evaluation, 8 p.m., Board Room
18	Teacher-Superintendent meeting, 3 p.m., Woodward HS*
18	Special BOE meeting; Board/Staff/Community dialogue on Woodside cluster, 8 p.m., Board Room
19	Teacher-Superintendent meeting, 3 p.m., Wootton HS*
20	HOLIDAY — Inauguration Day — schools and offices closed
24	BOE meeting, 8 p.m., Board Room
25	Third grading period ends (six-week cycle) and second grading period ends (nine-week cycle)
26	Professional day — semester break — no classes for pupils
26	Council on Instruction, 9 a.m., Board Room
26	Special BOE meeting: review of FY78 Operating Budget, 8 p.m., Board Room
27	Special BOE meeting: Board/Staff/Community dialogue on Takoma Park cluster; followed by review of FY78 Operating Budget, 8 p.m., Board Room
31	Special BOE meeting: action on FY78 Operating Budget
February	
1	Report cards distributed (six and nine-week cycle)
2	MCEA delegate assembly, 4 p.m., Julius West JHS
2	Special BOE meeting: action on FY78 Operating Budget, 8 p.m., Board Room
3	Special BOE meeting: public hearing on New Hampshire Ave. Cluster; public hearing on Woodside Cluster (if needed), 8 p.m., Board Room
8	BOE meeting, 10 a.m., Board Room
9	Superintendent's meeting with A&S staff in Area 4&5 (time & place [illegible]
10	Special BOE meeting: public hearing on Takoma Park Cluster (If needed): program planning/evaluation, 8 p.m., Board Room
12	Abraham Lincoln's Birthday
13-19	Black History Week
14	Valentine's Day
14	Special BOE meeting: public hearing on Secondary Schools Report, 8 p.m.
16	MCEA Regional Meetings, 4 p.m.
17	Special BOE meeting: action on New Hampshire Ave. Cluster; action on FY78 Capital Budget, 8 p.m., Board Room

**The Jan. 20 Teacher-Superintendent meeting at Magruder HS is cancelled because of the Inauguration Day holiday. Teachers from areas 4 and 5 who would ordinarily attend that meeting, are asked to attend one of the other two that week — Woodward HS, Jan. 18; or Wootton HS, Jan. 19.*

Non-Profit Org.
U.S. Postage Paid
BULK RATE
Permit No. 37
Rockville, Md.

Learning January 1977

Student executives learn leadersh

- *A Wootton senior reviews and analyzes the budgets for five small county agencies.*
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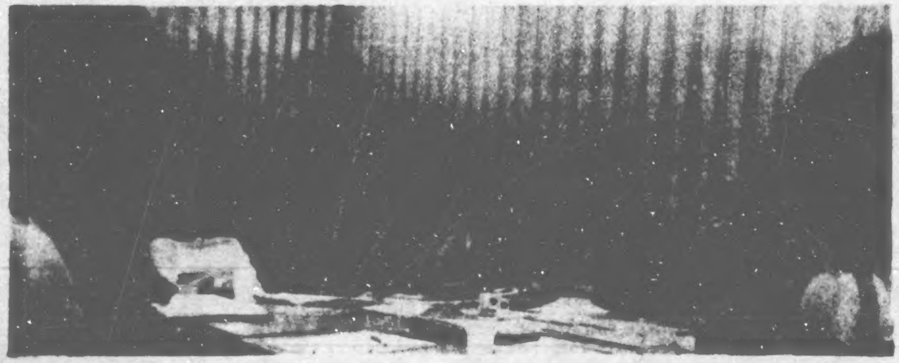
INTERN JANA Levinson talks over community theater plans with Street 70 Director June Allen (above). Friday seminar sessions (below) concentrate on work assignments and problems.



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EHSI is a national program begun in 1971, and is funded here this year by HEW's Office of Career Education. It is one of several alternatives MCPS offers gifted and talented high school students.

Woofter keeps the guidelines flexible to meet the needs of those in the program, but interns are not required to go to school during the semester they work. They must keep a daily log of their activities, and write a paper about their experience. They receive three credits in social studies and a half-credit in English for the internship.

Several students are carrying additional courses, however; most through independent study. A Richard Montgomery senior assigned to *Street 70* found most of her eight-hour work-day was in rehearsals and productions at night and on weekends. Therefore, she decided to go to school half-time for some courses she wanted to take.

A Wootton senior didn't want to drop his SSMCIS advanced math program, so he is keeping up with calculus by independent study. "He drops in once a week to take whatever tests I've given the class that week," his teacher said, "but essentially he's doing it entirely on his own — and it's A work."

In a recent group interview, the interns talked about the program. All felt the advantages far outweighed the disadvantages, and none had any regrets about the school activities they had to give up to become interns — even one who gave up the lead in the senior play. Most seemed to think their "active internships" were far better preparation for college or career than their "passive classwork" had been.

"There are not really many alternative programs for gifted students," one commented, and "there's a lack of growth opportunity. Many kids are just plain bored in school."

"High school today doesn't expand your mind," another said. "The whole idea seems to be to meet the minimum requirements and get out. I spent years just sitting around killing time, or watching a teacher perform. Now I am really learning."

"My job forces me to think about what I'm doing and to organize my time," another added. "I'm dealing with things that an adult would be doing. I am occupied from the time I get up until I go to bed at night. This program is great; it's the best thing that ever happened to me."

"The internship throws you out of the nest, and that's good," said Jana Levinson, a Richard Montgomery senior who is serving her internship as an assistant director with *Street 70*, Montgomery

ip from top

County Recreation Department's theatre company.

Recently interviewed on WINX radio, Levinson said her most memorable experience came on an opening night when she saw that some of her rehearsal suggestions had been incorporated into the final production. "I really felt then that what I had said was not just inane prattle, but that it meant something," she said. "It made me feel really good to know the company valued my opinion, that I was listened to, and that I had impact on that show."

"Now that I'm working as a responsible adult in what Gerry (Woofter) calls 'the world of work,'" she added, "it makes me feel really good about myself. I know now I can handle these things. Everybody in the *Street 70* Company is really helping me a lot. I just feel great about the whole program."

She highly recommends the program to other seniors. "By 12th grade, we're ready to be thrown out of the nest. This program gives us the experience — before we leave home and go away to college — of having to discipline ourselves, set priorities, and structure our own time. It's a valuable learning — and growing — experience we just don't get in school."

The interns meet with Woofter each Friday morning to work on assignments, talk about their jobs, and thrash out problems. Woofter keeps careful tabs on what each intern is doing through these weekly seminars and each intern's log. "If we find that some employer has assigned the intern to stuffing envelopes or collating booklets for three straight days," he explained, "then I might call that office to remind them of the purpose of the internship."

HIGH-LEVEL decision-making provides David Breslauer (right) opportunities to chat with former County Council President Norman Christeller (left) and Superintendent Charles M. Bernardo.

However, almost all of the interns report that not only have they gotten valuable training from their executives, but have been assigned responsible tasks to do on their own.

"It certainly doesn't get you out of a lot of work," one intern commented. "Actually, it makes you realize how much work you have to do to prepare for a full-time career."

Several interns commented that their biggest problem was writing letters, memos, and reports in clear, concise English. They felt their training in English composition and grammar had been poor, and several said they planned to sign up for a good course in writing skills before they go away to college.

All agreed that the experience had raised their level of maturity and that it would be tough to go back to the classroom next semester. Woofter anticipates that many interns will have "re-entry" problems. "It will be difficult for them to go back to bells and schedules," he said. But on the other hand, he points out, many have a much clearer idea of career goals, and what they need to do to achieve them. "Boy, will they knuckle down and apply themselves in the classes they need," he said.

The 10 young men and women (two juniors and eight seniors) participating in the pilot internship program this semes-

(See last page)

-Interns

(From page 5)

ter, will visit high schools in January to talk with students interested in applying for EHSI in the second semester. The interns (and Woofter) report that college admissions officers are "very impressed" and tend to look favorably upon students who have been interns.

NAME OF INTERN ______________________________

COORDINATOR ______________________________

RATER ______________________________

Check whether ________coordinator
________employer
________faculty advisor

DATE ______________________________

To the Rater: Please use this check list to assess whether the intern has covered each of the items below in the presentation. Check either "YES" or "NO" for each.

1-13. Presented an overview of the organization as follows:	YES	NO
1. Identified the priorities of the organization.		
2. Described how organization assesses its effectiveness in reaching goals.		
3. Demonstrated how priorities are reflected in operating budget.		
4. Described how decisions are made on budget.		
5. Identified sources of revenue and finance.		
6. Presented organization chart and/or explained functions of major departments and key people.		
7. Explained and gave examples of difference between formal and informal organization.		
8. Presented example of how a major decision is made, including issues in dispute, those who influenced decision, how decision was ultimately reached, and next steps toward implementation.		
9. Described employer's scope of responsibility.		
10. Described characteristics of an effective executive or manager.		
11. Described constraints on employer's decision-making.		
12. Described strategies for changed used by employer.		

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SEMINAR AND PROJECT CHECK LIST

		YES	NO
13-17.	Presented a case study of a management problem, giving the following information:		
13.	Definition of the problem.		
14.	Cast of characters.		
15.	Locus of decision-making power in the organization.		
16.	Consequences for people in the organization if the problem is not solved.		
17.	Time frame for solution.		
18-20.	Presented an overview of career opportunities available in the organization:		
18.	Types of positions that exist or are anticipated--job descriptions		
19.	Requisite training and experience for various positions.		
20.	Range of compensation		
21.	Entry-level positions and career ladder opportunities.		

Use this space for comments on overall presentation and suggestions for improvement.

2/77

POLICY STUDIES IN EDUCATION
475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212)684•8940

Executive High School Internship Program
Montgomery County Public Schools

Policy Studies in Education is working with the Montgomery County Public Schools to evaluate the success of your Executive High School Internship Program. We are particularly interested in your current attitudes toward and understanding of yourself, school, and the world of work.

Please complete this attitude survey by reading each question carefully and checking the box which best describes how you feel about the statement. There are no right or wrong answers, and you will not be graded in any way. Your answers will help shape your county's Executive High School Internship Program for future interns. We thank you in advance for your help and cooperation.

Name:____________________________________

Your internship placement:______________________

Date this survey was completed:__________________

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Most things I'll need to know about when I enter the world of work I can learn in school.					
2. Sometimes professionals do not have to work hard to get everything done.					
3. I believe I can handle myself well in a working situation.					
4. I am able to identify my personal and career goals.					
5. Schools should not have to prepare students for the "politics" of holding a job in the world of work.					
6. Sometimes people in the field of public administration have to yield to pressure by special interest groups.					
7. I can identify and understand my attitudes toward work.					
8. Internship experiences help students decide on their future educational plans.					
9. Most skills taught in school are useful in the world of work.					
10. Students who do well in school will usually do well in the world of work.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11. All students need to know how to interact with adults.					
12. I feel capable of assessing my interest in pursuing opportunities in a chosen career field.					
13. Jobs can improve an individual's personal qualities.					
14. Students should not question what adults tell them.					
15. In the world of work, it is important to respect other people's opinions even when you think they are wrong.					
16. Clear communications with others is essential in the field of public administration.					
17. Gifted and talented students do not really need to learn about the world of work in high school since they will probably be going on to college or to other professional training anyway.					
18. Fulfilling your responsibilities is something that cannot be learned in school.					
19. I feel capable of identifying my preferences in working situations (such as changeable schedules vs. steady routines).					
20. It is important for people to evaluate their own work on a job.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21. It is important to recognize and appreciate jobs that are done well by others.					
22. The only people who get good jobs are those who go to college.					
23. Your attitudes toward working are fairly well established by the time you graduate from high school.					
24. A positive relationship among workers can significantly affect the quality of the work being carried out.					
25. Each job you have can teach you something new about yourself.					
26. Decision making is not such an important thing to master since you can always change your decisions.					
27. Most professionals need little assistance from others in completing their work.					
28. In the field of public administration, there are certain jobs which should not be given to women or Blacks.					
29. Self-esteem and self-confidence are critical to getting and doing well in a job.					
30. The only real reward in a job is the paycheck.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. Adults in the world of work do not let their emotions affect their behavior.					
32. An employer, in many ways, can be similar to a teacher.					
33. Before making personal or career decisions, students should have an understanding of their own value system.					
34. While working on a job, you may use the same skills you used as a student.					
35. I don't know what is important to me in choosing a career.					
36. I understand my personality well enough to make a reasonable career choice.					
37. I can analyze my strengths and weaknesses effectively enough to choose a career field of interest.					
38. I have difficulty in conducting a meeting or speaking in front of a group of people.					
39. I feel that once I set my career goal I will work hard enough to reach it.					
40. Rating another student's class presentation can help you learn about yourself.					

ATTACHMENT 4 cont.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
41. Knowing what your limitations are is just as important as knowing what your talents are.					
42. Most professionals in the field of public administration are exceptionally intelligent individuals.					
43. Students should have several work experiences—volunteer or for pay—before they leave high school.					
44. It is important for high school students to talk to different people about their work and their lives.					
45. Students who do very well in school don't have real intellectual limitations as average students do.					
46. Having good relationships with adults is an important learning experience for students.					
47. I understand the difference between my interests and my abilities.					
48. Smart students are naturally well equipped to enter the world of work.					
49. It is not proper for women to be as aggressive as men are in getting ahead in the business world.					
50. Out-of-school learning experiences can be as valuable as school classes and activities.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
51. I feel I am able to handle the pressures of having a job with responsibilities.					
52. School does a good job of teaching students how to interact with adults.					
53. Highly intelligent public administrators will not be able to develop positive relationships with the workers they supervise.					
54. Women should take subordinate roles in the working world more often than men.					
55. I do not have much self-confidence when I have to take part in large group discussions.					

ATTACHMENT 5

WORK HABITS PROFILE

NAME OF INTERN ______________________

SPONSOR ______________________

COORDINATOR ______________________

DATE ______________________

To the Sponsor: Please rate your intern on the extent to which each of the following work habits has been demonstrated.

	HIGH		AVERAGE		LOW
1. Promptness--in arriving at the internship, in completing assignments, etc.	1	2	3	4	5
2. Appearance--appropriate dress and grooming.	1	2	3	4	5
3. Dependability--in meeting commitments.	1	2	3	4	5
4. Discretion--respecting confidentiality of situations.	1	2	3	4	5
5. Sensitivity--relating well to a variety of people.	1	2	3	4	5
6. Flexibility--reacting to new and unanticipated situations.	1	2	3	4	5
7. Independence--ability to work without constant supervision.	1	2	3	4	5
8. Accuracy--ability to follow directions, attentive to details, able to obtain information and convey it accurately.	1	2	3	4	5
9. Maturity--seriousness in approach to internship.	1	2	3	4	5
10. Creativity--ability to generate alternative solutions to problems.	1	2	3	4	5
11. Attitude--a positive outlook on the assignment, a willingness to undertake tasks.	1	2	3	4	5

What specific improvements are needed in the intern's work habits? Please explain.

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EXECUTIVE MYTH INVENTORY

ATTACHMENT 6

NAME OF INTERN ______________________

COORDINATOR ______________________

DATE ______________________

Instructions: Read each item carefully and decide whether you agree or disagree with it. Then check the appropriate column for each item.

	agree	disagree
1. The principal way to get a mid-level executive to work harder and better is to give the person a higher salary.		
2. All successful executives carry out their professional duties in more or less the same way.		
3. If you are a successful executive, you will not make all the important decisions yourself.		
4. Most highly paid executives have not had expensive educations at private colleges and business schools.		
5. Most executives are generalists rather than experts in some specialized field.		
6. A poor executive sets the goals for subordinates and then tells them how to achieve those goals.		
7. All large organizations make executives cold, impersonal, and bureaucratic, and nothing much can be done about it.		
8. The only reason executives work for large organizations is to earn a living.		
9. An executive's emotional and spiritual needs are filled by his or her family and close friends, while the job fills the economic needs.		
10. The worst way for executives to get people to work harder in an organization is to make them a little afraid of losing their jobs.		
11. People at the top of the organization should make all major decisions affecting the organization and those below should accept those decisions.		
12. If an executive gives employees more information than they actually need for their immediate tasks, they will misuse the information.		

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	agree	disagree
13. Most employees are interested in the executive's evaluation of how they are doing on the job, whether or not it is directly related to a pay raise.		
14. If the executive gives middle- and lower-level employees a large voice in deciding how an organization does its work, they will try to arrange things to decrease their work load and responsibilities.		
15. Executives in nonprofit organizations are less efficient than those in profit-making organizations.		
16. Organizations work best when executives have formalized explicit rules that guide employee behavior in virtually every situation.		
17. Executives can take steps to make sluggish bureaucracies more responsive to the needs of the people they are supposed to serve.		
18. You can always change the behavior or an organization by changing the kind of people who go into that organization; for example, a police force will be more tolerant if it recruits a large number of racial minorities to become policemen.		
19. A supervisor in an organization is effective or not depending on the personal ability of the supervisor, not on how much authority is conferred on his/her position.		
20. The informal groups of executives that seem to work together in large organizations are more influential in determining its success or failure than their titles and functions as described in an organization chart.		
21. The executive can get orders carried out best by issuing instructions and then checking up to see that they are being carried out.		
22. If an executive wants to change the way the organization operates, the best thing is to call in an outside expert who can figure out what to do.		
23. For an organization to operate effectively, it is important that members of the organization do not always go through channels in giving instructions, information, etc.		
24. Public organizations tend to be more ineffective because their executives are bound by civil service regulations, while executives of private organizations can hire and fire at will.		
25. Executives do no clerical work.		
26. Most executives work very hard.		

ATTACHMENT 7

PERFORMANCE OBJECTIVES I

(INTERN)

NAME OF INTERN ____________________

NAME OF SPONSOR ____________________

COORDINATOR ____________________

DATE ____________________

To the Intern: Rate your Sponsor on the extent to which that individual met each of the following obligations in the Memorandum of Understanding and circle the number which best fits your response to each item. 1=always met; 2=very frequently met; 3=moderately met; 4=occasionally met; and 5=never met.

	always met	very frequently met	moderately met	occasionally met	never met
1. Organizational Overview: Briefs the student about the organization, including priorities; major programs, products, or services; finances; organizational structure; etc.	1	2	3	4	5
2. Activities: Provides the student with opportunities to accompany the Sponsor to staff meetings and conferences and undertake special assignments.	1	2	3	4	5
3. Business Procedures: Advises the student on behavior appropriate for meetings and in relating to staff, clients, and others. Provides information on hours, office procedures, and appropriate dress for staff in the organization.	1	2	3	4	5
4. Staff Briefing: Briefs key staff members at the beginning of the internship about purposes of the program and roles and functions of the Intern in the organization and solicits their cooperation in providing support and supervision for the student.	1	2	3	4	5
5. Intern Conferences: Designates a regular weekly meeting time with the Intern in order to review the student's progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.	1	2	3	4	5

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ATTACHMENT 8

PERFORMANCE OBJECTIVES II

(SPONSOR)

NAME OF SPONSOR ______________________________

NAME OF INTERN ______________________________

COORDINATOR ______________________________

DATE ______________________________

To the Sponsor: Rate your intern on the extent to which that individual has met each of the following obligations in the Memorandum of Understanding and circle the number that best fits your response to each item. 1=always met; 2=very frequently met; 3=moderately met; 4=occasionally met; and 5=never met.

	always met	very frequently met	moderately met	occasionally met	never met
1. Organizational Overview: Develops a comprehensive view of the organization and focuses on qualities, skills, and knowledge that help an executive or manager perform effectively. Broadens knowledge about the Sponsor's company, organization, or agency--immediate and long-range priorities; major programs, products, or services; financial resources; organizational structure, etc.	1	2	3	4	5
2. Assignments: Defines, with the Sponsor, special assignments to be undertaken and completes them promptly and completely.	1	2	3	4	5
3. Meetings: Attends meetings and conferences with the Sponsor, seeking prior briefing on agenda, participants, and role the Intern should play in the proceedings.	1	2	3	4	5
4. Work Habits: Demonstrates good attendance, accuracy, orderliness, promptness, good grooming and appropriate dress, and observance of good office etiquette practices.	1	2	3	4	5
5. Initiative: Seeks additional responsibilities in the organization which will enhance the internship as a learning experience.	1	2	3	4	5
6. Sponsor Conferences: Meets regularly with the Sponsor to review learning experiences; seek advise on problems; discuss any situations that may prevent the Intern from fulfilling program goals; and clarify assignments.	1	2	3	4	5

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Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

September 22, 1976

MEMORANDUM

To: Council on Instruction

From: Donald S. Wilson, Acting Director
Lois Parker, Coordinator of Career Education
Division of Career and Vocational Education

Subject: Request to Award Credit for Executive Internship of America in Public Administration

On March 9, 1976, the Board of Education approved a proposal for MCPS to request funds from the Office of Education to establish a public service-administration internship program in career education for gifted and talented students. The program is to offer differentiated, individualized, and self-directed career education uniquely suited to the needs of gifted and talented youth. The program will expose juniors and seniors to career opportunities in public service, at executive level, acquaint them with management problems, help them develop vocational competencies and understandings related to public service, and articulate classrocm instruction with practical application in the world of work.

In July the Office of Education approved the MCPS request for funding. Since that time a teacher specialist has been selected and trained by the Executive Interns of America staff in New York to manage the internship program and first steps have been taken to implement the proposal. The Department of Curriculum and Instruction is now bringing to the Council an overview and explanation of the internship program and a request for approval of the appropriate amount and type of credits to be granted to students who successfully complete an executive internship.

A copy of the total detailed proposal has been submitted to the council's in-depth reviewers.

CMB:DSW:LP:dk

Overview of the Program

For an entire semester, participating high school students, selected countywide, will spend four full days a week as nonpaid special assistants-in-training to executives and managers of municipal agencies in Montgomery County and/or in federal agencies in the metropolitan area.

Weekly seminars bringing together the entire internship group will focus on career opportunities in public service and communication of management concepts through case studies of management problems. Interns will also participate in a career counseling component teaching procedures for self-assessment, organizing information, planning, clarifying work values, and making decisions in terms of situations encountered in the program. The students will keep daily logs documenting what they have learned in the program.

Returning to school periodically, the interns will feed back what they have learned into the high school curriculum by serving as teaching assistants in classes, helping teachers develop curriculum, developing and even teaching some lessons, tutoring students, briefing the various departments, and organizing extracurricular activities related to the subject areas of their internships.

The project includes provisions for interrelating the world of education and the world of work in public service, a plan for dissemination, and a plan for evaluation.

The specific performance objectives and the obligations of the program participants are outlined in the attached Memorandum of Understanding (attachment A). The Memorandum of Understanding serves as the "constitution" of the program and is signed by the intern, the intern's parents, the sponsor, the coordinator, and the school principal.

How the Project will be Implemented during Project Year 1976-77

Due to the short period of time available to initiate the program, this first semester, only a few high schools (a minimum of one per area) were contacted about the program. Principals were asked to nominate students based on the criteria outlined in attachment B. All students who were nominated and who chose to participate in the program are being placed in internships this semester.

The selection process next semester will be somewhat more involved. A brochure describing the program will be prepared and distributed to interested students at ALL senior high schools. The intern coordinator will discuss the program with interested students at each school before the end of November. Students interested in applying for an internship will fill out an application and submit it to the assistant principal in charge of guidance. The assistant principal will review the student's credentials based on the criteria for selection and arrange a time for each student to be interviewed by the intern coordinator and the assistant principal. Approximately 30 students, countywide, will be accepted to interview with sponsors. Final participation in the internship program is dependent on a student selecting a participating sponsor who in turn offers the student an internship in the chosen organization.

Recommendation of the Granting of Credit

It is the recommendation of the Department of Curriculum and Instruction that each student successfully completing an internship be granted one-half credit in English and three credits in "internship" to be recognized by MCPS as elective social studies credit.

In addition to the three credits of social studies, it is appropriate that students receive the half-credit of English for fulfillment of the internship program. In addition to general assignments given an intern by his/her sponsor such as drafting letters, memoranda, reports, etc., each student must keep a daily log of his/her activities to be reviewed weekly by the intern coordinator. Each student must prepare an end-of-semester project which will undoubtedly involve writing and/or articulation skills. Each intern must also prepare a well-written summary of the semester experiences which will be attached to the intern's transcript and forwarded to colleges and prospective employers. The heavy English component of the internship should be recognized as an appropriate assignment for one semester in lieu of the standard junior or senior English program. The student will receive English credit but no grade during his/her semester in the internship program. In addition, if the student wishes to receive an English grade that semester, he/she must work out an arrangement for doing so with his/her English teacher. The yearly grade would be determined on the basis of grades earned during the student's time in class. Students will receive credit but no grade for the three credits in "Internship." Participants may be allowed to carry up to two additional courses on an independent study basis during their internship. This will be allowed where special circumstance warrant this exception.

The Council on Instruction is being requested to review and give suggestions on the basic program of executive internships as outlined above. The Council is also requested to approve the credit arrangement for participants to receive three social studies credits and one-half credit in English.

ATTACHMENT 10

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

October 8, 1976

MEMORANDUM

To: Senior High Principals Participating in the Executive High School Internship Program

From: William J. Zachmeier, Director
Department of Curriculum and Instruction

Refer Questions: Mr. Gerry Woofter
Phone 279-3144

Subject: Credit Arrangement for Executive High School Interns

This memo summarizes action of the Council on Instruction regarding credit for participation in the pilot Executive Internship Program.

Students will receive a total of 3½ credits for participation in the pilot Executive High School Internship Program. Three credits will be in "Internship" and will count as social studies credit. One-half credit will be in English since the intern program is recognized as an appropriate English assignment for one semester in lieu of English - Grade 11 or Grade 12.

The student will receive credit but no grade for participation in the Executive Internship Program. The student's yearly grade in English will be determined by grades earned during the student's semester in class. If a student wishes to earn English grades during his semester as an intern, he must work out an arrangement for doing so on an independent study basis with his English teacher.

Interns may also carry up to two additional courses on an independent study basis during their internship. This will be allowed only when official circumstances warrant this exception to full-time concentration on the internship program.

WHZ:dk

Copy to:
Dr. Martin
Area Assistant Superintendents
Area Directors for Instruction

Approved: ______________________________
Harry Pitt, Associate Superintendent for Administration

ATTACHMENT 11

END-OF-TERM INVENTORY I

(SPONSOR)

NAME OF SPONSOR ______________________________ DATE ____________________

NAME OF INTERN ______________________________

To the Sponsor For each item, circle the number that best fits your response. 1=very; 2=moderately; 3=somewhat; 4=not very; and 5= not applicable. If you have further comments, please use the space provided at the end.

	very	moderately	somewhat	not very	not applicable
1. How satisfied are you with the overall program?	1	2	3	4	5
2. How well did you understand the goals of the program?	1	2	3	4	5
3. How well was the placement process organized?	1	2	3	4	5
4. How well prepared was your intern for the experience?	1	2	3	4	5
5. How helpful was the coordinator in assisting the intern in making adjustments?	1	2	3	4	5
6. How accessible was the coordinator when you needed information or assistance?	1	2	3	4	5
7. How well suited was the intern to the needs and environment of your organization?	1	2	3	4	5
8. How useful was the Memorandum of Understanding?	1	2	3	4	5
9-13. How well do you feel the intern met each of the following performance objectives of the program:					
9. Became knowledgeable about how an organization functions.	1	2	3	4	5
10. Learned how decisions are made and carried out by executives and managers.	1	2	3	4	5
11. Developed sound work habits, such as appropriate appearance, dependability, discretion, interpersonal sensitivity, independence, accuracy, promptness, maturity, and positive attitudes.	1	2	3	4	5

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END-OF-TERM INVENTORY I

(SPONSOR)

	very	moderately	somewhat	not very	not applicable
12. Strengthened ability to write fluently and precisely.	1	2	3	4	5
13. Strengthened ability to speak with confidence and maturity.	1	2	3	4	5
14. How useful is the program for educationg students about the world of work in organizations?	1	2	3	4	5

Instructions: For Nos. 15-43, circle either "yes, "no", or "N/A" (not applicable).

15. Do you intend to continue as an employer next term?	yes	no	N/A
16. Did you include your intern in meetings?	yes	no	N/A
17. Did you seek the intern's input at other times?	yes	no	N/A
18. Did you ask the intern to prepare written memos, reports, or correspondence?	yes	no	N/A
19. To do research?	yes	no	N/A
20. Did the intern travel with you to other parts of the community?	yes	no	N/A
21. Out of the community?	yes	no	N/A
22. Did the intern learn to analyze complicated materials?	yes	no	N/A
23. Did the intern learn to use the telephone for business purposes?	yes	no	N/A
24. Did the intern have an opportunity to meet new people?	yes	no	N/A
25. Did the intern have opportunities to meet privately with you and discuss what was being learned?	yes	no	N/A
26. Did the intern undertake any special projects?	yes	no	N/A
27. Was the intern treated as a member of your adult professional staff?	yes	no	N/A
28. Was the intern used mostly as a secretary, clerk, or messenger?	yes	no	N/A
29. Was the intern of value to your organization?	yes	no	N/A
30. Did the intern attend lunch meetings with you?	yes	no	N/A

END-OF-TERM INVENTORY I
(Sponsor)

31.	Did the intern become acquainted with new career opportunities?	yes	no	N/A
32.	Did the intern gain new vocational skills and knowledge? (If so, please specify in space available.)	yes	no	N/A
33.	Did the intern's level of self-confidence and poise increase?	yes	no	N/A
34.	Did the intern's communication and written skills improve?	yes	no	N/A
35.	Did the intern present any special problems? (If so, use space available to elaborate.)	yes	no	N/A
36.	Were those problems overcome?	yes	no	N/A
37.	Did you advise the intern on future career?	yes	no	N/A
38.	On further education?	yes	no	N/A
39.	Did you receive at least three site visits from the coordinator during the term?	yes	no	N/A
40.	Have you had contact with the intern's parent(s) or guardian(s)?	yes	no	N/A
41.	Do you consider this important?	yes	no	N/A
42.	If you had it to do over again, would you select the same intern?	yes	no	N/A
43.	Do you intend to take another intern next semester?	yes	no	N/A

Use this space for additional comments.

ATTACHMENT 12

END-OF-TERM INVENTORY II
(Intern)

NAME OF INTERN______________________________DATE________________

To the Intern: For each item, circle the number that best fits your response. 1=very; 2=moderately; 3=somewhat; 4=not very; and 5=not applicable. If you have any further comments, please use the space provided at the end.

	very	moderately	somewhat	not very	not applicable
1. How satisfied were you with the program as a whole?	1	2	3	4	5
2. How satisfied were you with the placement provided by your specific employer?	1	2	3	4	5
3. How well did you understand the goals of the program at the beginning?	1	2	3	4	5
4. How well prepared were you for the employer inteviews during the placement period?	1	2	3	4	5
5. How adequately did your coordinator help you adjust to the expectations of the placement?	1	2	3	4	5
6. How interesting were the weekly seminars?	1	2	3	4	5
7. How well planned were they?	1	2	3	4	5
8. How well did they relate to the issues you were facing in your placement?	1	2	3	4	5
9. How much did you benefit from preparing logs?	1	2	3	4	5
10. How useful was the coordinator's feedback on your logs?	1	2	3	4	5
11. How encouraging were teachers and counselors about entering the program?	1	2	3	4	5
12. How helpful was the school in providing independent study assistance?	1	2	3	4	5
13. How easy was it to maintain contacts with old friends back at school?	1	2	3	4	5
14. To make new friends in the program?	1	2	3	4	5

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(INTERN)

		very	moderately	somewhat	not very	not applicable
15.	How easy was it to obtain news about school activities, scholarship exams, yearbook pictures, etc.	1	2	3	4	5
16.	How influential was the program in shaping your career goals?	1	2	3	4	5
17.	How influential was the program in helping you make decisions on educational goals?	1	2	3	4	5
18.	How helpful was the Memorandum of Understanding in negotiating credit?	1	2	3	4	5
19.	In negotiating with the employer?	1	2	3	4	5
20.	How well did your previous classroom training prepare you for the internship experience?	1	2	3	4	5
21.	How accessible was the coordinator when you needed help or information?	1	2	3	4	5
22.	How supportive have your parent(s) guardian(s) been of your participation in the program?	1	2	3	4	5
23-27.	How well do you feel you have met each of the following performance objectives of the program:	1	2	3	4	5
23.	Became knowledgeable about how an organization functions.	1	2	3	4	5
24.	Learned how decisions are made and carried out by executives and managers.	1	2	3	4	5
25.	Developed sound work habits, such as appropriate appearance, dependability, discretion, interpersonal sensitivity, independence, accuracy, promptness, maturity, and positive attitude.	1	2	3	4	5
26.	Strengthened ability to write fluently and concisely.	1	2	3	4	5
27,	Strengthened ability to speak with confidence and maturity.	1	2	3	4	5
28.	How receptive was your faculty advisor to your role as a teaching assistant?	1	2	3	4	5
29.	Did you spend time back at school almost every Friday?	1	2	3	4	5

ATTACHMENT 12 cont.

END-OF-TERM INVENTORY II

(INTERN)

		very	moderately	somewhat	not very	not applica
30.	How often did you do research?	1	2	3	4	5
31.	Prepare a lesson?	1	2	3	4	5
33.	Teach a class?	1	2	3	4	5
34.	Tutor other students?	1	2	3	4	5
35.	Work on a school activity related to your internship?	1	2	3	4	5
36.	Brief the faculty?	1	2	3	4	5
37.	How valuable was the experience of presenting an end-of-term project?	1	2	3	4	5

Instructions: For Nos. 38-69, circle either "yes", or "no" or "N/A" (not applicable)

38.	Did your employer include you in meetings?	yes	no	N/A
39.	Were your opinions sought at meetings and other times?	yes	no	N/A
40.	Did you prepare written memos, reports, or correspondence?	yes	no	N/A
41.	Did you do research?	yes	no	N/A
42.	Did you travel with the employer or staff to other parts of the community?	yes	no	N/A
43.	Out of the community?	yes	no	N/A
44.	Did you learn to read or analyze complicated materials?	yes	no	N/A
45.	Did you learn to use the telephone for business purposes?	yes	no	N/A
46.	Did you meet new people?	yes	no	N/A
47.	Were there opportunities to meet privately with your employer and discuss what you were learning?	yes	no	N/A
48.	Did you have lunch together?	yes	no	N/A
49.	Did you spend less than 50% of yout time with your employer?	yes	no	N/A
50.	Did you visit other parts of the organization?	yes	no	N/A
51.	Did you undertake any projects of your own?	yes	no	N/A
52.	Did you serve mostly as a secretary, clerk, or messenger?	yes	no	N/A
53.	Were you treated as part of the adult professional staff?	yes	no	N/A
54.	Did you receive sufficient assistance from your employer and other staff members?	yes	no	N/A

(INTERN)

55. Did your level of self-confidence increase ?	yes	no	N/A
56. Did your employer or others advise on career opportunities?	yes	no	N/A
57. Did your employer or others advise on further education to pursue?	yes	no	N/A
58. Did your employer act as a reference for employment, college, or scholarship applications?	yes	no	N/A
59. Has the sponsoring agency offered you paid employment?	yes	no	N/A
60. Did your coordinator visit your employer during the course of the program?	yes	no	N/A
61. Did you receive feedbadk about each visit?	yes	no	N/A
62. Did your coordinator meet with you individually or in a small group to provide counseling on various aspects of the program?	yes	no	N/A
63. Would you recommend that your present employer be retained by the program?	yes	no	N/A
64. Has your coordinator had any contact with your parent(s) or guardian(s)?	yes	no	N/A
65. If you had the choice to make over again, would you be an intern?	yes	no	N/A
66. Would you make any changes in the program? (If so, use the space below to explain.)	yes	no	N/A
67. Did you miss anything by not being in school this term? (If so, use the space below to explain.)	yes	no	N/A
68. Should you have been in school instead of the program?	yes	no	N/A
69. Would you recommend the program to other students?	yes	no	N/A

Weekly Time Sheet

Intern ______________________ Sponsor ____________________

It is the responsibility of the intern to fill out a time sheet on Thursday of each week and have it signed by the sponsor. Time sheets are to be given to the intern coordinator at the beginning of each Friday seminar.

Time sheet for the week ending Friday, ________________
(date)

Day	Time in	Time out	Reason for work time other than the normal office hours
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			

Signed________________________ Date ______________
(Sponsor)

Executive High School Internships of America

And

Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland

MEMORANDUM OF UNDERSTANDING

LEARNING CONTRACT

among the

Intern

Sponsor

Parent/Guardian of Intern

Coordinator

Superintendent

High School Principal

Faculty Advisor

OBLIGATIONS OF PARTICIPANTS

A. Intern

The Intern agrees to fulfill the following program obligations:

1. Duration: Participate in the program for a complete academic term, without pay, spending Mondays through Thursdays with the Sponsor during standard business hours and attending group seminars with fellow Interns on Fridays.

2. Organizational Overview: Undertake activities that provide a comprehensive view of the organization and that focus on the roles, responsibilities, and functions of the employer. Become knowledgeable about the employer's company, organization, or agency, including immediate and long-range priorities and how decisions are made about them; major programs, products, or services; annual report or budget; table of organization; selected personnel policies; and output measures for assessing effectiveness. Seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

3. Assignments: Define, with the employer, special assignments to be undertaken under the direct supervision of the employer which will meet the educational objectives of the program and not violate the Fair Labor Standards Act.

4. Meetings: Attend meetings and conferences with the employer, seeking prior briefing on agenda, participants, and role the Intern should play in the proceedings.

5. Work Habits: Demonstrate good attendance, accuracy, orderliness, promptness, good grooming and appropriate dress, and observance of good office etiquette practices.

6. Initiative: Seek additional responsibilities in the organization which will enhance the internship as a learning experience.

7. Employer Conferences: Meet regularly with the employer to review learning experiences; seek advice on problems; discuss any situations that may prevent the Intern from fulfilling program goals; and clarify assignments.

8. Logs: Write a daily analytical log of internship activities--focussing on personal reactions to program experiences and documenting what new knowledge and skills have been acquired--to be submitted to the Coordinator on a weekly basis.

9. Seminars: Plan and conduct one weekly seminar for fellow Interns at the employer's location which focusses on organizational priorities; finances; personnel allocations; programs, products, or services; decision-making processes; and career opportunities.

10. Project: At the end of the term, present a project to the school which demonstrates what has been learned in the program.

11. Counseling: Participate in small-group and individual counseling sessions with the Coordinator and fellow Interns to share placement problems and experiences; discuss career guidance questions; and seek help on the end-of-term project.

12. School Articulation: Return to school three half-days and one full Friday a month to work with the faculty advisor as a research and teaching assistant, continuing to pursue such activities at school once the program is over.

13. Summary: Prepare, at the end of the term, a summary of the internship experience for sign-off by the employer and attachment to the academic transcript.

B. Employer

The employer agrees to fulfill program obligations as follows:

1. Breadth: Provide an internship experience without pay which is broadly educational in scope, supportive of the stated educational objectives of the program, and directed toward providing the student with a comprehensive understanding of how an organization functions.

2. Organizational Overview: Brief the student about the organization, including priorities; major programs, products, or services: operating budget or annual report; table of organization; and examples of decision-making processes.

3. Activities: Provide the student with opportunities to accompany the Sponsor to staff meetings and conferences and undertake certain special assignments under direct supervision of the employer which will enhance the Intern's learning experience and not violate the Fair Labor Standards Act.

4. Business Procedures: Advise the student on behavior appropriate for meetings and in relating to staff, clients, and others. Provide information on hours, office procedures, and appropriate dress for staff in the organization.

5. Staff Briefing: Brief key staff members at the beginning of the internship about purposes of the program and roles and functions of the Intern in the organization and solicit their cooperation in providing support and supervision for the student.

6. Intern Conferences: Designate a regular weekly meeting time with the Intern in order to review the student's progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.

7. Coordinator Communication: Meet with the Coordinator periodically; keep the Coordinator apprised of any problems in the relationship: outline steps necessary for improvement; and follow up to assess progress.

8. Back-Up: Designate a staff member to provide supervision and assistance when the employer is unavailable.

9. Evaluation: Make time available at the end of the term to participate in the evaluation of the program's overall effectiveness.

10. Summary: Review and sign off on the intern's summary of the internship experience for attachment to the academic transcript.

11. Wages and Hours: Adhere to the regulations of the Fair Labor Standards Act.

C. Parent or Guardian

The Parent or Guardian of the Intern agrees to meet the following obligations:

1. Work Habits: Reinforce with the student the need for good attendance and the development of good work habits.

2. Support: Provide encouragement and reinforcement to the student in a new educational experience.

3. Communication: Maintain contact with the Coordinator about any program-related problems.

D. Coordinator

The Coordinator agrees to fulfill the following program responsibilities:

1. Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves its purposes.

2. Policies: Inform the Intern, employer, Parent or Guardian, Principal and Liaison about the purposes and policies of the program at the beginning of the term.

ATTACHMENT 14 cont.

3. Academic Credit: Monitor the implementation of the academic credit policy through discussions with the Intern, High School Principal, and appropriate faculty and staff.

4. Site Visits: Make regular site visits to the employer to review the quality of the internship and the Intern's development in the program; to suggest necessary changes in approach; and to follow up on recommendations.

5. Intern Conferences: Meet regularly with the Intern to review knowledge and skills being acquired in the program and problems encountered and to help the Intern develop new approaches to handling situations; and follow up on progress in meeting program goals.

6. Problems: Communicate with the Intern, employer, High School Principal, and Parent or Guardian about any problems in the Intern's performance that indicate the necessity for possible termination of the internship; suggest steps that must be taken for performance to reach a satisfactory level; and follow up to ascertain what improvement has been made.

7. Seminars: Supervise and assist the Intern in the planning, organization, presentation, and evaluation of weekly seminars.

8. Logs: Collect the Intern's logs weekly, review and critique them, and return to and discuss them with the Intern.

9. Project: Advise the Intern on the planning, preparation, and presentation of the term project, pursuant to the academic policy of the program.

10. College and Jobs: Offer assistance to the Intern in seeking college admissions, scholarships and loans, and employment, in liaison with the high school guidance staff.

11. Attendance: Transmit regular attendance reports to the High School Principal.

12. Calendar: Provide, at the beginning of the term, a program calendar delineating seminar dates and days on which the Intern will be released to return to school for academic business.

13. Principal: Report to the High School Principal on request regarding the student's internship experience.

14. Supplements: Provide appropriate educational resources that would be helpful to the Intern in strengthening the educational value of the internship.

15. Summary: Supervise the Intern in the preparation of a summary of internship experiences at the end of the term and provide the High School Principal with the summary, signed by the employer and Coordinator, as formal notice that the Intern has completed all program requirements.

E. Superintendent

The Superintendent agrees to provide support for the program and its policies with central administration officials, high school principals, staff, and parents.

F. High School Principal

The High School Principal agrees to meet the following obligations:

1. Faculty and Parent Communication: Brief faculty and staff on the program and assist the Coordinator in arranging a Parent briefing in which the Principal will participate.

2. Release: Arrange for release of Interns for the entire term.

3. Credit: Implement the academic credit policy for the program.

4. Independent Study: Arrange for faculty assistance for students who elect independent study.

5. Project: Approve arrangements for the school project and assign an appropriate faculty member to advise the students.

6. Intern Conferences: Make time available to meet with returning Interns on their Fridays back at school.

7. Liaison: Appoint a liaison on the school staff to follow up with the Coordinator.

8. School News: Inform students of school business that effects them during the term, such as College Board applications, yearbook pictures, graduation dates and rehearsals, and other school activities.

9. Articulation: Appoint as faculty advisor a department chairman who will work with interns in feeding back knowledge from the program to the school.

10. Evaluation: Participate in the evaluation of the program.

G. Faculty Advisor

The faculty advisor agrees to meet the following obligations:

1. Feed-Back Planning: Help Interns develop a plan for feeding back knowledge gained from the Internship to the school instructional program.

2. Feed-Back Implementation: Supervise the students in implementing the plan, which may include doing research, developing curriculum, organizing and teaching lessons, etc.

3. Evaluation: Participate in the evaluation of the program.

4. Seminar and Site Visits: Attend selected seminars and make site visits with the coordinator to selected placements.

III. ACADEMIC CREDIT POLICY

The academic credit policy insures that the Intern will make regular progress toward meeting high school graduation and college entrance requirements during the internship term. Through this memorandum of understanding, the experience is evaluated as a legitimate part of the educational process through the following set of principles.

Principle of credit: The program is a full-time learning experience lasting an entire academic term and necessitating longer hours than a student would ordinarily spend in the classroom. The program is a demanding intellectual experience, requiring analytical skills and mature judgment, written and oral communication, understanding of complex management elements, and comprehension of new knowledge. Therefore, the program carries a full term of academic credit. This will be indicated by "CR" rather than a letter or numerical grade, and credit will be granted on an individualized basis.

Principle of choice: An Intern will also be able to elect independent study. An Intern who wants to prepare for the second term of a sequential course, such as physics or a foreign language, or who wishes to pursue a course of special interest will be able to seek out an appropriate faculty member to obtain tests, course syllabus, sample exams, and other materials. The Intern will also have the option of meeting periodically with the faculty member on designated Fridays for explanations and assistance. At the end of the term, if the student feels prepared, an examination will be given. If the Intern is satisfied with the results, the grade will be recorded on the transcript next to the name of the course. If, however, the Intern does not want the grade, then only the internship designation will remain, because credit will have already been earned in the program. The Intern will also have the option of dropping independent study at any time if it interferes with concentration on the program.

Principle of standing average: Because the Intern will receive credit rather than a grade for participation in the program, the individual's average will remain the same as it was the preceding term. An Intern who wants to raise that average will be able to study independently during the internship term, as indicated above, and receive a grade in a specific course.

ATTACHMENT 14 cont.

We, the undersigned, having reviewed the responsibilities of all participants in the Internships program stated herein, agree to fulfill our respective obligations as specified.

Intern	Date
Employer	Date
Parent/Guardian of Intern	Date
Coordinator	Date
Superintendent	Date
High School Principal	Date
Faculty Advisor	Date

EMPLOYER SITE ANALYSIS FORM

ATTACHMENT 15

(NOTE: This is to be used by Coordinator when interviewing potential employer.)

1. NAME OF POTENTIAL EMPLOYER__________ DATE__________
2. Title__________
3. Organization__________
4. Address__________
5. Telephone__________ Secretary__________
6. Products/Services/Functions of Organization__________
7. Employer's responsibilities__________
8. Employer's criteria for choosing Intern:__________
    - a. Written skills__________
    - b. Reading skills__________
    - c. Social skills__________
    - d. Other specific knowledge/experience/skill desire?__________
    - e. Dress in office__________
    - f. Other criteria__________
9. How would the Intern be involved in the work of the employer?
    - a. Types of meetings Intern might attend__________
    - b. Types of special assignments__________
    - c. Other ways Intern might be utilized__________
10. With whom would Intern work on day-to-day basis__________
11. Who would be the back-up person if the employer is unavailable?__________
12. Hours__________ Night meetings?__________
13. Are other types of Interns relating to employer?__________
14. Lunch facilities__________
15. Transportation (public, driving)__________

    Parking arrangements (paid? reserved? available at all?)__________
16. Space available for Intern (desk, telephone)__________
17. Status of placement:_____ Commitment made_____ Further research necessary_____ Other (specify)
18. Tentative appointment for employer interview of students__________
19. Other comments__________

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EXECUTIVE HIGH SCHOOL INTERNSHIP PROGRAM

ATTACHMENT 16

PLEASE PRINT - USE INK

Name______________________________ Date______________
(Last) (First) (Middle)

Address____
(Street) (Apt.No.) (City) (Zip) (Phone)

Date of Birth____________ Age______ M______ F______ Race______________

Full Name of Parent or Guardian______________________________
(Last) (First)

Address:____
(Street) (Apt. No.) (City) (Zip) Phone: Home - Office

High School______________________________ Junior__________ Senior__________

If you are selected to be an intern, you must be able to provide your own transportation to your work site. Does this pose a problem? ______________________________

____

Have you done salaried work after school or during the summer? For Whom? What did you do?

____

____

____

____

Evaluate your academic performance: (Circle One) Excellent Good Fair Poor

____

Would you have any after-school obligations (for example, part-time job, family oblications, sports, music lessons) during the internship? __________ If so, please list days and hours of the week when these occur.

____

____

____

____

Participation in this program requires regular attendance during the week, attendance at a seminar every Friday, and handing in logs every week. If accepted for the program, are you prepared to meet these obligations? __________.

114

Why are you interested in becoming an Intern? ____________________

____

____

____

____

____

Evaluate your school attendance: (Circle One) Excellent Good Fair Poor

List any persistent health problems which may affect your attendance in the program. __________

____

____

Are there specialized areas in public service that particularly interest you?
Please check one (or more) listed below:

_____ 1. Journalism
_____ 2. Women's Rights
_____ 3. Social Work
_____ 4. Human Relations
_____ 5. Ecology
_____ 6. Budget and Finance
_____ 7. Housing
_____ 8. Urban Development
_____ 9. Library Service
_____ 10. Legislative Process
_____ 11. Consumer Affairs
_____ 12. The Arts
_____ 13. Public Health
_____ 14. Human Resources
_____ 15. Landlord-Tenant Affairs
_____ 16. Transportation
_____ 17. Law
_____ 18. No special area of interest at this time
_____ 19. Other - Explain

____

____

____

SIGNATURE OF APPLICANT____________________ DATE__________

PARENTAL PERMISSION

I give my permission to have my son/daughter/ward to perticipate in the Internship Program during the Fall Semester/Spring Semester, of the __________ academic year.

PARENT/GUARDIAN SIGNATURE____________________ DATE__________

ATTACHMENT 17

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850
Telephone (301)

August 10, 1976

Dear Principal:

Thank you for your interest in the Public Service Administration Internship in Career Education. The program will provide one of the most effective methods and techniques in career education for gifted and talented students.

The enclosed material includes basic information about the executive internship project and a list of actions needed in order to implement the program. At a later date we will discuss plans for interrelating the intern program into the high school social studies program. At present, our prime concern is the selection of gifted and talented students for the program.

Lois Parker, Coordinator Career Education Room A-226 - ESC 279-3496	Gerry Woofter, Intern Coordinator A-242 - ESC 279-3144

GW:ab

Enclosure

ATTACHMENT 18

Montgomery County Public Schools

850 Hungerford Drive • Rockville, Maryland • 20850
Telephone (301)

PREFERENCE OF SPONSOR

Dear Sponsor:

Please indicate, in order of preference, your choice of an Executive High School Intern. Please do not include anyone whom you would prefer not to have. We will assume that anyone on your list is acceptable.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Please send me your preference list as soon as possible after the completion of the interview.

Thank you,

Gerald M. Woofter, Coordinator
Executive Internship Program

GMW:ab

ATTACHMENT 19

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850
Telephone (301) 279-3360

INTERVIEW RESPONSE

The student I have interviewed is:

acceptable ________________

not acceptable ____________

NAME ______________________________________ DATE____________________

ATTACHMENT 20

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850
Telephone (301)

September 21, 1976

Jane M. Doe
123 Capitol Street
Washington, D.C.

Dear Jane:

I am pleased to inform you that you are one of the students selected to participate in the Executive High School Internship Program being offered by the Montgomery County Public Schools.

You are invited to attend an orientation session on September 8, 1976, from 9:00 a.m. to 3:00 p.m., in the left rear section of the auditorium at the Educational Services Center, 850 Hungerford Drive, Rockville, Maryland.

If you have any questions please do not hesitate to call me at 279-3144.

Very sincerely,

Gerald M. Woofter
Coordinator of Executive
Intern Program

GMW:dk

Copy to:
Principal

ATTACHMENT 21

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MEMORANDUM

To: Mary Smith

From: Gerald Woofter, Coordinator
Executive Internship Program

Subject: Internship Placement

I am happy to inform you that you will officially begin your internship with Mr. John Doe, Chief Administrative Officer, Montgomery County on September 21, 1976.

Please make necessary arrangements with your counselor to adjust your school schedule to accommodate your internship.

If you have any questions please do not hesitate to call me at 279-3360.

GMW:bwd

ATTACHMENT 22

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850
Telephone (301) 279-3360

Ms. Helen Jones
Executive Director
Commission for Women
123 Rockville Avenue
Rockville, Maryland 20820

This letter is to inform you that Jane Smith will begin her internship with you on Monday, September 18, 1976.

I am enclosing a copy of the Sponsor's Handbook which will be of valuable assistance in answering questions about the program. Of immediate interest is the information about "Preparing for the Arrival of the Intern" and "Developing the Internship" (pg. 9-15).

Of particular importance is the Memorandum of Understanding (pg. 21-27) which forms the basis of the intern's learning contract. Your intern will have a copy of the Memorandum for your signature.

I will be in touch with you to review the intern's progress in the near future. In the meantime if you have any questions please do not hesitate to call me.

Sincerely,

Gerald M. Woofter, Coordinator
Executive Internship Program

GMW:bwd

Enclosure

ATTACHMENT 23

A copy of this letter is
sent to the intern's
principal.

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MEMORANDUM

To: Jane M. Doe

From: Gerald Woofter, Coordinator gmw
Executive Internship Program

Subject: Internship Placement

I am happy to inform you that you will officially begin your internship with Ms. Helen Jones, Executive Director, Commission for Women on Monday, September 18, 1976.

Please make necessary arrangements with your counselor to adjust your school schedule to accommodate your internship.

If you have any questions please do not hesitate to call me at 279-3360.

GMW:bwd

LOG ANALYSIS PROFILE

ATTACHMENT 24

NAME OF INTERN ____________________

COORDINATOR ____________________

WEEK ENDING ____________________

To the Coordinator: The purpose of this scale is to make a periodic analysis of the types of experiences your interns are having. It is to be used with a selected reading of intern's weekly logs. For each item, indicate how often during the week the intern mentions this activity.

	NUMBER OF TIMES MENTIONED						
	0	1	2	3	4	5	more
1. Does research or gathers information.							
2. Writes reports.							
3. Attends meetings with employer							
4. Attends meetings alone.							
5. Speaks up at meetings.							
6. Makes own business calls.							
7. Provides information to telephone callers.							
8. Organizes meetings.							
9. Drafts correspondence and memos.							
10. Does messenger duties for others.							
11. Types, files, xeroxes, etc., for others.							
12. Travels with employer (out of city).							
13. Is idle.							

Please use this space to record other activities.

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ATTACHMENT 25

Montgomery County Public Schools
Executive High School Internship Program

This card will identify ______________________
of ______________________ High School
who is working as a full-time intern with __________
____
from __________ to ________________

For further information please call the intern's school principal or the Executive Intern Coordinator for Montgomery County Public Schools, 279–3360

ATTACHMENT 26

PROJECT PROFILE

Project: Public Service Administration Intership Program in Career Education for Gifted and Talented Students
Montgomery County Public Schools, Rockville, Maryland

Project Director: Gerry Woofter, Intern Coordinator
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Grant/Contract Award from
Career Education Program
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$37,242

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Participating Institutions: Executive High School Internships of America

MAJOR OBJECTIVES:

1. Gifted and talented students will develop greater familiarity with career opportunities in the field of public service in which their special abilities may prove valuable to society.
2. Gifted and talented students will develop greater self-awareness of their own goals, abilities, interestes, and attitudes.
3. Gifted and talented students will demonstrate the development of good work habits necessary for effective employment in the field of public service.
4. Gifted and talented students will develop a more accurate understanding of the organizational environment in which the field of public service must operate and the jobs of executives and administrators who lead organizations in the field.
5. The Montgomery County Public Schools will demonstrate effective career education linkages with world-of-work organizations and institutions in the community.

PROJECT ACTIVITIES

For an entire term, participating high school students, selected countywide, will spend four full days a week as nonpaid special assistants-in-training to executives and managers of municipal agencies in Montgomery County and/or in federal agencies in the metropolitan area. Approximately ten students will be selected first semester and twenty-five second semester.

Weekly seminars bringing together the entire internship group will focus on career opportunities in public service and communication of management concepts through case studies of management problems. Interns will also participate in a career counseling component teaching procedures for self-assessment, organizing information, planning, clarifying work values, and making decisions in terms of situations encountered in the program. The students will keep daily logs documenting what they have learned in the program.

Returning to school periodically, the interns will feed back what they have learned into the high school curriculum by serving as teaching assistants in classes, helping teachers develop curriculum, developing and even teaching some lessons, tutoring students, briefing the various departments, and organizing extracurricular activites related to the subject areas of their interships.

EVALUATION:

Objective 1: Attainment of this goal will be measured by observation of the interns/ weekly seminar presentations and an end-of-term project presentation. The students' observations will be recorded on a seminar-project checklist and cross-checked for accuracy.

Objective 2: Achievement of this objective will be measured through the following pretest-posttest instruments:

a. Attitude Toward Work Section of the Student Attitude Survey of the Career Maturity Inventory.
b. The Self-Directed Search.

Excerpts from student logs relating to these variables will be used to supplement the data analysis presented in preliminary and final reports of findings.

Objective 3: Instruments and techniques: The intern's achievement of this objective will be assessed by employers, who will record their evaluations on the Work Habits Profile.

Objective 4: Students' achievement of this objective will be assessed in several ways. One is through results of the Executive Myth Inventory pretest-posttest, comparing performance of participating students with that of a matched control group. Another is through observation of the intern's individual seminar presentation and end-of-term project presentations by intern coordinator, employer and career teacher-advisor as recorded on a Seminar-Project Checklist.

Objective 5: Participating employers will fill out a questionnaire at the end of each school term and interviews will be conducted with a random sample of the participants.

COMMUNICATION

Throughout the coming year Montgomery County Public Schools will, upon request, share materials about the internship program as the program is developed. Requests should be made to the internship coordinator.

DEMOGRAPHIC INFORMATION

Students/groups served:	11-12 grade gifted and talented students Executives in Public Service
Type of Area Served	Suburban
Number of Persons Served	50 students; 35 executives in Public Service
Minority Groups Served:	Black, approximately 12% Oriental, approximately 2% Spanish Surname, approximately 2%
Income Distribution:	$15,000 - $19,000: approximately 6% $20,000 or more: approximately 94%
Special Populations:	Gifted and Talented 100%